



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

PRACTICES AND CHALLENGES OF COOPERATIVE
TRAINING AT CATERING AND TOURISM TRAINING
INSTITUTE (CTTI), ADDIS ABABA

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JANUARY 2022
SMU
ADDIS ABABA

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BY
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ADDIS ABABA

DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials that I have used or quoted have been duly acknowledged and indicated by means of complete references.

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This thesis has been submitted for examination with my approval as university advisor.

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ACRONYMS

CTTI	Catering and Tourism Training Institute
ESDP	Education Sector Development Program
F&B	Food and Beverage
FBSS	Food and Beverage Service Supervision
FBS	Food and Beverage Service
FO	Front Office
FOO	Front Office Operation
FOS	Front Office Service
FPS	Food Production Supervision
FDC	Foreign Dish Cooking
FBC	Food and Beverage Control
GM	General Manager
HKO	Housekeeping Operation
HKS	Housekeeping Service
HMgt	Hotel Management
KPI	Key Performance Indicator
MOE	Ministry of Education
MSEs	Micro and Small Enterprises
OCC	Occupation
OS	Occupational Standards
PBC	Pastry, Bakery and Confectionery Making
TM	Tour Marketing
TMgt	Tourism Management
TO	Tour Operation
TVET	Technical and Vocational Education and Training

ABSTRACT

The main purpose of this study was to investigate the practices and challenges of cooperative training at Catering and Tourism Training Institute (CTTI). The participants of the study were Catering and Tourism Training Institute trainees and industries which deliver in-industry practical training to enable trainees to have the required skills, attitudes, and exposure to real world. The data collecting instruments were questionnaire, interview and MoU and trainees' contract document. After the reliability and validity of the instrument were checked, 158 questionnaires for trainees, 156 for the industry and 9 for the TVET institute totally 323 were distributed through purposive, stratified and simple random sampling techniques. Of these, 126 from trainees, 97 from representatives of industries (29 from 5 star hotels, 54 from 4 star hotels and 14 from tour companies) and 9 from the TVET institute representatives returned duly filled in questionnaires. The qualitative data were collected using semi-structured one-to-one interview. MoU and trainees' contract agreement were the other data sources used for the study. The data were analyzed using descriptive statistics such as frequency, mean, standard deviation and weighted mean. The median test was also used to find out the opinion similarities of differences between the groups of respondents triangulating with the qualitative data analysis. The study found out that the practice of cooperative training at the industry side was not up to the expectation although this opinion varied between trainees and industry representatives to some extent. The involvement of industries on planning stage was to a limited extent. Even though the involvement of industries on implementation and evaluation stage was better than its involvement on the planning stage, it was not as expected. The study also identified that lack of financial sources, improper assignment of trainees, lack of integration between theories and practical skills and the availability of uncovered competencies as the main challenges of the cooperative training at Catering and Tourism Training Institute. The contents of MoU lacked occupational areas and activities, commencement and duration of the cooperative training, the right and obligation of the cooperative training, conditions for terminating the cooperative training, and performance monitoring and evaluation systems. The training institute also needs to integrate the theories that it gives with the practical training given in the industry, needs to visit the practical training sites regularly to track the CT, it need to facilitate the involvement of industries on planning, implementation, and monitoring and evaluation of CT, the availability of uncovered competencies need to be fixed. The institute needs to work more with industries to implement all articles of the MoU and the training contract agreements. As well, the industries need to believe that the cost of CT be a part of investments to acquire wells killed manpower that assures service quality.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Ethiopia is located in the horn of Africa within 15 degree north of the equator and shares border with Eritrea to the north and north east, Djibouti to the east, Somalia and Kenya to the south and South Sudan and Sudan to the west. It is one of the poorest countries in the world with many people living in below poverty line (WENR, 2018). The number of workforce that completed 10th grade and joined the world of work without taking employable skills were 66% in 2007/08, 65% in 2008/09, 59% 2009/10, 50% in 2010/11 and 50% in 2011/12. These statistics show that the skilled manpower supplied to the industries is not more than 50% (TVET Mapping Final Report, 2012). Its economic development depends on the active and responsive participation of its population, which requires the requisite knowledge, skills and attitudes. According to National Plan Commission of Ethiopia (2015), the transformation of the country from agricultural economy to industry base economy needs middle level workforce. Growth and Transformation Plan II (GTP II) points out that the outcome of TVET, middle level workforce, is the strategic pillars of GTP II.

To attain the required socio-economic development, education plays a key role by generating skilled manpower that enables transformation of agriculture-led economy to industry-led economic development (MoE, 2005) because, “no country can achieve sustainable economic development without substantial investment in human capital” (Ozturk, 2001 p.2).

Lekka (2006), Negash (2006), and Kiros (1996) cited in Getachew (2016) stated that cognizant of the benefits of education and training, Ethiopian successive governments have been putting a lot of money into education and training. Getachew narrates that the beginning of modern education goes back to 1900s, TVET 1940s, higher education in 1950 and comprehensive education in 1960. 1980 and 1990 were important turning stages of Ethiopian education (Getachew, 2016).

Following the new education and training policy of 1994, primary, secondary, TVET and higher education have grown significantly in Ethiopia. The number of TVET institution increased from 17 in 1996/97 to 1455 in 2018 and enrolment increased from 10,000 in 1994 to 300,000 in 2018. This implies that the Ethiopian government invested much on the TVET education (TVET

Mapping Final Report 2012 and Ethiopian Education Development Roadmap 2018-30). There is high expectation from TVET, which facilitates economic growth and poverty reduction by serving as a mechanism to prepare people and enhance their effectiveness in the world of work (UNESCO, 2001; NUFFIC, 2010).

Cooperative training is an approach of TVET delivery which combines institution-based training with industry-based training to equip students with necessary knowledge, skills and industry-related work attitudes (Horn, 2013; Elichhurst, Redriguez, Schimidl and Zimmormann, 2012). If courses in TVET are developed according to the labor market demand and the delivery of the education is supported by practical experience in the industry, it is effective and able to generate income for the youth (Adams, 2011). On the contrary, Jahanson (2002) argued that countries were challenged to hire and retain highly competent, qualified, motivated, flexible and creative TVET trainer and educators. The other challenges of TVET institutions are poor job placement and domestic market, shortage of the link between TVET institutes and industry, mismatch between skills trained and job opportunity, non-relevance of TVET programs with national priorities, lack of trainers' practical skills, shortage of higher level qualifications and pedagogical skills of trainers, the outdated of TVET curriculum, and outdated learning materials (Mayiel, 2019).

In Ethiopia, 70% of the time is assumed to constitute cooperative training to be given in the industry while 30% is the training time is for institution-based training. To this end, training institutions should identify the companies that cooperate with them, raise trainees and partners' awareness about cooperative training, sign cooperative training agreement with the enterprise, and supervise and register the trainees' result. The enterprises, on the other hand, have the responsibility to follow up the entire practical training they provide to deliver technical skills of the industry for the trainees. Also the trainees have the responsibility of respecting the discipline of the enterprises, and follow up and attentively complete the training equipping the required knowledge, skills and attitude (MoE, 2010).

The Ethiopian TVET is also challenged by shortage of a sufficient corps of TVET teachers, internship and cooperative training system between TVET institute and the relevant industries, lack of cooperation between the TVET institute and the industry, low motivation of TVET teachers, students with only theoretical knowledge, and low qualities of TVET infrastructures (MoE, 2010; Kong & Boum, 2006; GTP I 2005).

According to Melaku (2018), cooperative training is challenged by lack of consideration of the existing contexts, stakeholders' failure to fulfill their responsibilities, absence of binding legal framework, and nonexistence of visible reward and compensation mechanism for the industries. Industries lack awareness about cooperative training and thus have no willingness to cooperate with training institutions to implement cooperative training (Ebrahim, 2014). Demissew and Walter found out that there is no true cooperation between TVET colleges and industries. There is no memorandum of understanding (MoU) to implement cooperative training due to lack of awareness about cooperative training (Demissew & Walter, 2015). Bantalem (2014), Tolla (2016) and Tamrat (2018) found out that the partnership between TVET institutions and relevant industries is very weak. Desalegn (2014) claims that trainers are not qualified and experienced due to lack cooperative training. Stakeholders have no adequate awareness on the purpose, implementation process of cooperative training, and the involvement of companies on planning, implementation and evaluation of cooperative training. Lack of capable supervisors, lack of appropriate machines and transportation service during cooperative training were among the challenges (Desalegn, 2014).

This paper investigated the practices and challenges of cooperative training at the Ethiopian Catering and Tourism Training Institute.

1.2. Background of the Organization

The Ethiopian Catering and Tourism Training Institute (CTTI) was established by the effort of David Efrata, who was the then director of the National Tourism Organization of Ethiopia, and the Israeli government. It started its operation with 24 trainees by renting some rooms of Ras Hotel in 1969. The Ethiopian government has been budgeting for CTTI under Trade and Industry Minister and the Ethiopian National Tourism Organization (NTO) at different times.

The first director of CTTI David Efrata and other Israeli experts started training in reception, housekeeping and customer service a one-year training program. They provided short-term customer service and language training for hotel employees and taxi drivers. In 1973, the Swiss, owner of Addis Ababa Cottage (restaurant) was hired in CTTI permanently to give food preparation a two-year training program. Due to the government change in Ethiopia in 1974, the Ethio-Israel relation was interrupted and all Israeli including the director of CTTI and NTO,

Mister David Efrata, left the country. Following this, the institute hired Swiss for food and beverage service trainers.

In 1975, the first tour operation one year training program was opened and given by social study teaching professionals. In 1975, CTTI included under the newly reformed Hotel and Tourism Corporation that included big Hotels and NTO under the Ministry of National Resource Development. Until 1979, the institute was giving 1-15 days training for government and private service delivery organizations.

In 1979, the sector underwent a reform which resulted in Tourism and Hotel Commission. During this time, the institute hired one Yugoslavian food preparation professional and one Bulgarian hotel management professional in addition to the previous trainers. To fill the trainers' shortage, CTTI hired top scorers of its graduates and made them get short-term training in Austria, Italy, Spain and Kenya to help them upgrade their knowledge and skills. In addition, different books and teaching aids such as Television, Video cassette player, white board and one video camera were purchased. Based on Ethio-Switzerland training agreement, 12 different hotel professionals were given 16-month training in Switzerland.

In 1987, to minimize the shortage of hotel managers, 12th completes who were working in the industry for a long time and degree graduates with industry experience were assigned to manage government owned big hotels and were given a six-month hotel management training in the institute.

After the down of the DERG government in 1994, the free market policy of government allowed restaurants, lodges, motels, hotels, recreational areas, tour guides and travel agencies to grow drastically. Accordingly, the need for hotel and tourism professionals increased. To support the industry, CTTI played great role in the supply of professionals for the industry.

To carry out the increasing demand of the industry, CTTI was re-established by the Council of Ministers 174/2010 to be under the Ministry of Culture and Tourism. To increase the outcome of the institute, the government gave Genet Hotel's compound in 1997 changing the bedrooms into classrooms. Nowadays, the Institute has planned to build a Five Star model hotel for the training.

The institute gives 15 education and training programs. These are

Hotel Level III

- ☞ Food and Beverage Control
- ☞ Food and beverage service
- ☞ Front Office Operation and

☞ Foreign Dishes

Hotel level IV

- ☞ Food and Beverage Control
- ☞ Customer Service Control

Hotel Level V

- ☞ Hotel Management

Hotel Degree Program

Tourism Level III

- ☞ Tour Guide

Tourism Level IV

- ☞ Tour Marketing

- ☞ Hotel Management

- ☞ Tour Operation

- ☞ Tourism Management Control

Tourism Level V

- ☞ Tourism Management

Tourism Degree Program

- ☞ Tourism Management

Although the enrolment growth rate of the institute which averagely decreased by 6.3% per annum from 1994 to 2001, its enrolment rate has averagely increased by 3.1% per annum since 2002 following the growing needs of the industry's labor market.

1.3. Statement of the Problem

Tourism and hospitality industry is labor intensive, serves as a good source of foreign currency, and ambassador of the country by keeping and building the image of the country. It is among the bases for the socio-economic development of the country. Most hotel services, which are among the hospitality sector, are intangible that depend on human behavior and actions (Susskind, Barcharevink, Brymer and Kacmar, 2003). This implies that the sector requires positive attitude, good personality of behavioral pattern to interact with customers and very good service delivery skills (Vocra, 2004).

The hospitality and tourism industry is becoming highly competitive and customers demand quality services. As a result, the interaction on service providing employees should ensure long-lasting relation with customers (Moung & Walsh, 2018). Professionalism, higher standard of service quality is very important especially in service industry like hospitality and tourism where knowledge and skill performance careers which customers will purchase (Breen, 2002). The skills and attitudes of the workforce are essential for satisfying customers. Without well-skilled manpower, being competent is very difficult because of the inseparable nature of service that comprises production, preparation and consumption at a single period of time (Susskind et al., 2003).

According to David Desta, graduated in hotel management from American Hotel Institute and experienced in the hotel industry, staff in the hospitality industry in Ethiopia could not satisfy the expectation of customers due to skill gap (Addis Fortune, 17 February 2018). Furthermore, CTTI conference proceeding (2018) indicated that because industries see no difference between hospitality and tourism graduates and non-hospitality and tourism graduates, they hire non-hospitality and tourism graduates instead of hiring the relevant graduates.

To improve the quality of hospitality service, employees should be well educated. This professionalism can rise through education in terms of knowledge, skills and work related attitudes (Harris and Jago, 2001). Technical and Vocational Education and Training plays an important role in this regard (Sindiga, 1996).

Cooperative training is among the parameters which TVET quality is measured. It enables students to have the necessary knowledge, skills and attitudes which help them to learn to do, to

learn to be recognized and to learn to live (ICETMS, 2013). Especially, the workforces of the hospitality industry need to have soft skills like interpersonal skills and personality traits that complement the hard or technical skills the industry requires. To this effect, hospitality education should deliver to equip students with soft and hard skills, and theoretical knowledge in a complemented manner (Bharwani and Butt, 2012). As this industry related skill and work related attitude develop in in-company practical training, there should be memorandum of understanding (agreement) between TVET institutions and the relevant industry. The agreement should involve the nature and objective of CT, co-operational areas, theoretical and practical duration in hours, and performance and evaluation systems (Peter, 1987).

Although “Middle level technical and vocational education and training undertaking in training institutions shall comprise 70% practical and 30% theoretical education”(Technical and Vocational Education and Training Proclamation No. 391/2004), there is a gap between what a trainees expected from the CT and the practice on the ground i.e. trainees lacked hard and soft skills. According to Melku (2018), Ebrahim (2014), Demissew and Walter (2015), Bantalem (2014), Tamrat (2018), Tolla (2016) and Desalegh (2014), the cooperative training practice between TVET institutions and relevant industries is very weak and is not practiced in accordance with the TVET proclamation.

Except Demissew and Walter, Bantalem, and Tamrat, the other researchers mentioned above conducted their research out of Addis Ababa. Melaku and Ebrahim conducted their studies in the regional state of Amhara. Tolla conducted in oromia region and Dessalegn in South Nation, Nationality and People (SNNP). The contexts such as availability of industries in number and capacity in these regions are completely different from Addis Ababa. These researchers also conducted their studies in colleges that are not giving Hospitality and Tourism education and training. The researchers selected manufacturing and transport service enterprises. Bantalem’s study did not consider representatives of the industries.

This research differs from the above studies in terms of context, methods and education and training provided and focuses on practices and challenges of cooperative training in hotel and tourism education at CTTI where no research with particular focus of this type has been done. The study allowed the participation of all the three participants of cooperative training -

academic staff of the institute, trainees and the relevant industries' representatives. As a former student of the institution under study, the researcher observed that the institute focused only on delivering theoretical knowledge while not letting the trainees spend 70% of their training time in the industry which could have allowed them to acquire practical skills on their occupational areas. This may have impacted the quality of graduates. That is why this study focused on the practice and challenges of cooperative training at CTTI.

The aim of this paper was, therefore, to investigate the practice and challenges of cooperative training at CTTI.

1.4. Research Questions

The study aimed to answer the following research questions.

1. How is cooperative training practiced at Catering and Tourism Training Institute (CTTI)?
2. To what extent do industries involve in the planning, implementation, monitoring and evaluation of cooperative training at CTTI?
3. What are the challenges encountered while applying cooperative training at CTTI?

1.5. Objectives of the Study

1.5.1. General Objective

The general objective of the study was to identify the practices and challenges of cooperative training at Catering and Tourism Training Institute.

1.5.2. Specific Objective

The specific objectives of the study were to:

1. Identify how cooperative training is practiced at CTTI;
2. Examine the extent to which industries involved in the planning, implementation, monitoring and evaluation of cooperative training at CTTI; and
3. Find out the challenges encountered while applying cooperative training at CTTI.

1.6. Significance of the Study

This study identified the practices and challenges of cooperative training between CTTI and relevant industries. Doing this benefits the hotel and tourism industries by identifying the extent of implementation and challenges of the CT. The recommendations which come out of the research findings enable how to improve the practices and overcome the challenges. Specifically, the study is hoped to enable the sector to get well skilled and knowledgeable work forces that

satisfy the needs of the industry. It also helps the training institute by identifying its level of practices and the constraints in the cooperation between the institute and the industries. It will have important contribution to the future trainees letting them to train 70% in the industry on the work station relevant to their occupation to get soft and hard skills, and work related attitudes which make them employable. The federal TVET agency will also benefit from this study as it will have information about the practices and the challenges of CT which enable it to facilitate the improvement of the practices of CT. It also serves future researchers who wish to study cooperative training of other hotels and tourism training institutes.

1.7. Delimitation of the Study

This study was undertaken on practices and challenges of CT at CTTI found in Addis Ababa. It involves hotel and tourism representatives (trainers and supervisors), TVET institution administrators (trainers and supervisors), and trainees from each level within each occupation found within each division/department as respondents to apply sample survey.

1.8. Organization of the Paper

The research thesis is organized into five chapters. The first chapter is introduction that consists of background of the research, background of the organization, statement of the problem, objective of the study, significance of the study, limitation of the study, delimitation of the study and organization of the paper. The second chapter focuses on literature review. The third chapter deals with the research methodology. The fourth chapter is about presentation, analysis and interpretation of findings and the last chapter presents summary conclusion and recommendation of the study.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

Literature review is a survey of scholarly sources on a specific problem which aims at overviewing the current knowledge that allows the researcher to identify the relevant theories, methods and gaps in the existing studies on the relevant topics. The researcher reviewed literatures related to TVET cooperative training with regard to theoretical and empirical literatures. The theoretical literature part includes the role and benefit of TVET, the TVET

delivery systems implemented around the world, TVET in hospitality education, TVET in Ethiopia and cooperative training. The empirical literature review includes the review of recent research and articles on Ethiopian TVET cooperative training. The researcher finds out the clear picture of the current knowledge of cooperative training and clearly shows the gaps found in the Ethiopian TVET cooperative training by summarizing and analyzing the studies.

2.2. Theoretical Literature

To create conducive environment for socio-economic development in the country, fast and sustainable economic development, and eradication of poverty, the Ethiopian government industry development developed TVET strategy 2008. The national planning commission of Ethiopia assured that the transformation of the country from agricultural economy to industry base economy needs middle level workforce/ TVET outcomes (national planning commission of Ethiopia, 2015). “The TVET delivery is aimed at the comprehensive promotion of the holistic capability to act independently within the scope of and according to the value attached to the skilled, occupation, that include methodology and social skills alongside work related expertise” (Inyagu 2014, p.41).

2.2.1. The Role of TVET

Technical and Vocational Education and Training (TVET) is broadly defined as the mode of delivering education that is mainly to lead trainees to get practical skills, knowhow and understandings which enable to be employable in a particular occupation, trade or group of occupations (Atchoarena & Delluc, 2001). Such practical skills or know-how can be provided in a wide range of settings by TVET institute.

The role of TVET to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell, 1999). Developments in the last three decades have made the role of TVET more decisive in the globalization process technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (Nyerere, 2009). Skills development includes a broad range of core skills (entrepreneurial, communication, financial, technical and leadership) so that individuals are equipped with productive activities and employment opportunities (wage employment, self-employment and income generation activities).

Technical and Vocational Education and Training runs across all sectors of social and economic development. TVET has a role to play in architecture, journalism, agriculture, fishing, accounts, water, hotel, minerals, natural resources, pilot, transport, law and many more. It includes all professions of engineering, science, technology, metal crafts, seamanship, arts and culture etc (UNESCO, 1989; ILO).

Technical and Vocational Education and Training generally follows four main distinct provisions of TVET system by the schools and the enterprises. These trends are discussed as follows (Masri, 1994; UNESCO, 1993; Rusch & Chadsey, 1998; Cedefo, 2009).

According to UNESCO (n.d. 45), TVET should “lead to the acquisition of broad knowledge and generic skills applicable to a number of occupations within a given field so that an individual is not limited in his/her choice of occupation and is open to transfer from one field to other during his/her working life”.

2.2.2. Cooperative Training

TVET is very important among modes of delivering education since it gives trainees opportunities of acquiring practical skills and work related attitudes on job site in the form of cooperative training. The main objective of cooperative training is to strengthen the theoretical aspect of the education given in the TVET institution and to create the exposure of world of the work for the students which able them to develop practical professional skills and industry work attitudes. To achieve this, the TVET executive bodies should explore possibilities to encourage large companies, micro and small enterprise to cooperate with TVET institutions for the sack of delivering formal in-company training to the students through advertising, rewarding, participating in companies or financial incentives (TVET strategy, 2008).

According to Cates and Jones (1999) definition, cooperative education is an arranged education strategy that increasingly amalgamated academic study with learning fruitful work experience in a field related to trainee’s academic goals. This practical learning is included in the curriculum and essential part of the education process. As suggested by stull and Vinsonhaler (1996), a new point of view and meaning of cooperative education being a curriculum model, asserting work-based learning and sound adult learning theories and principles such as transformative learning, self-directed learning and reflective learning /practice. Cooperative training shows all forms of training conducted in collaboration with TVET institutions, enterprises and other stakeholders. The training takes place simultaneously in TVET institutions and in the workplace. The training in the enterprises is believed to encompass practical skills and the application of theory.

Accordingly, the trainee goes to TVET institutions for a specific period of time to acquire specific theoretical knowledge and basic skills in some selected training topics. It requires a general agreement between TVET institutions and enterprises. It is thus a group of training that is accomplished with TVET institutions, enterprises and other stakeholders (MoE, 2007).

In relation with this, it has become common to hear or observe a new concept, likely combined with cooperative and apprenticeship, forming a new concept called cooperative apprenticeship (Cantor, 1997). It conveys a new message and a new training model. Cooperative apprenticeship is more structured, poses formal obligations on the enterprises, labor unions, TVET Colleges and on the apprentices. The role of each party is well defined by law. The law specifies the respective rights and obligation of all the actors involved.

2.2.2.1. Background of Cooperative Training

According to CAFCE-Canadian Association for Cooperative Education (2005), Cooperative Education is an education program that integrates the academic studies of a student with the experience in work market through the programs of curricular periods of training in companies.

The concept of cooperative training embarked in Canada in 1957, USA in 1906, and United Kingdom in the late 1800s (Reeve, 2004). The author identified that cooperative training is being practiced in more than 60 countries found in most continents. Sandwich cooperative training was acquainted at Sunderland Technical College. As Groenewald (2004) states, cooperative training was named using different titles such as School to Work, Internships or Interns, Field Based Learning, Coop, Candidature, Articles, Apprenticeships, and Professional Practice.

The program consists of alternating periods of experience in business-oriented appropriate fields, industries, governmental institutions, of social services and companies, in compliance with the following criteria:

- ☞ Each training program is developed and/or approved by the cooperative educational institution in compliance with its pedagogical project.
- ☞ The student of the cooperative course receives remuneration for its played work instead of being a mere observer.
- ☞ The student of the Cooperative course receives remuneration for its played work.
- ☞ The institution of cooperative education monitors the progress of the student in the work.
- ☞ The performance of the trainee in the work is supervised and evaluated by the company, who receives the student from the Cooperative course.

☞ The time of experience of work in companies will have to be of, at least, 50 % of that one destined to the academic activities in the school.

A cooperative education partnership is a partnership between an educational institution and an industry in which education and training is jointly developed and delivered for the principal benefit of employee and employer, for a negotiated fee (Hase, 1997). Cooperative training is among the parameter on which the education quality measure which able students to have the necessary knowledge in the education institute and basic skill in the industry to help them to learn to do, to learn to be recognized and to learn to live (ICETMS, 2013). According to the World Council and Assembly on Cooperative Education (1987) quoted in the work of Breen (2002), cooperative education is a strategy of applied learning, developed and supervised by the education institute in partner with the industry at which relevant work experience is a part of education program. Practical learning theories have a need of trainers move through observation, experience and reflection of experience to have basic skill complemented by relevant knowledge (Kolb, 1984 and smith, 1980). Cooperative education foster or integrate work experience and education, self-directed learning, reflective practice and transformative learning (Ricks, 1996). In cooperative training, there should be memorandum of agreement between TVET institution and the relevant industry. The agreement should involve the nature and objective of CT, co operational areas, theoretical and practical duration in hours, and performance and evaluation systems (Peter, 1987).

2.2.3. TVET Delivery System

Technical and Vocational Education and Training generally follows four main distinct provisions of TVET system by the schools and the enterprises. These trends are discussed as follows (Masri, 1994; UNESCO, 1993; Rusch & Chadsey, 1998; Cedefo, 2009).

According to Virtanet (2008), there are different modes of apparent ship training system nominated in European context. These are Traditional apprenticeship model (in this model, trainees are allowed to move to industries for the apprenticeship and without any help), Experiential apprenticeship model (In this model, pedagogical knowledge, skills, and experience of trainers and social development of trainees are mandatory), Generic apprenticeship model (According to this model, work experience of trainees is an important for enhancing the skills of the work under in the enterprise. The role of trainers is to facilitator of the apprenticeship process and the relation between theory and practice is unclear), Work process apprenticeship model

(This model asserts that trainees should enhance overall understanding of the enterprise's work process. The aim of this model is to deliver essential skills which able to understand various work stations and environment), Connective apprenticeship model (this model is the ideal way to coordinate learning for trainees. The hub of this model is to integrate theoretical and practical know how and formal and informal learning)

Besides the above models, the other most common model known in most industrial and other countries is the Cooperative apprenticeship training that is run jointly with employers, labor unions, TVET institutions and the government. It involves various stakeholders, and bases itself on well-defined apprenticeship laws. Accordingly, the employers in big industries invest money and avail their facility for the training of apprentices. The labor unions, in turn, have an interest in controlling the training in the degree of specificity of the training, in the number of trainees and in the amount of wage to be paid to the apprentices. The law enforces TVET institutions to provide class room training based on the job demand. The government, in its part, identifies recruits and screens candidates and registers them for apprenticeship training. The model defines the legal rights of each actor during the implementation of apprenticeship training and ensures its sustainability (Cantor, 1997).

2.2.3.1. The School System

The school system is among the main delivery system in Technical and Vocational Education and Training. Defenders of this system think that school should be the primary coordinator of vocational ground work. This implies that school is the primary parts of education structure.

The advocates of this system argue that provision of TVET knowledge can succeed without the cooperation of enterprises. However, the skill development of trainees is limited within the school system rather at the world of the work, industry. It seems difficult to deliver necessary knowledge and practical skills within school based system because it lacks links with the world of the work and relevance to the market demand (Demissew, 2012). Trainees should get the opportunity to observe how master craftsmen are doing their work at the actual workplaces. In fact, this cannot be realized without establishing any attachment program system with the enterprises (Rusch & Chadsey, 1998) and this seems not feasible in school based delivery alone.

2.2.3.2. The Enterprise System

According to Cedefo (2009a) as cited in Demissew (2012), contrary to school based system, enterprise system is the primary controller of vocational provision. This system includes planning, standard setting, and content specifications. This implies that the vocational education becomes parts of the enterprise activities and employer responsibilities. This system is currently adopted by Switzerland, Austria, Germany, and England.

Enterprise system in these countries practices TVET delivery in the form of apprenticeship in quite advanced manner. They have predefined occupational standards, performance assessment mechanisms, occupation based practical skills and related technical knowledge.

The achievement of this system depends on the availability of well-developed industry sectors and socioeconomic infrastructure. Having this kind of well-developed industry sectors and socioeconomic infrastructure is very difficult for developing countries. Because of this, its full implementation cannot be realized in all countries.

2.2.3.3. The Dual System

According to Masri (1994) mentioned in Demissew (2012), dual system has two separate systems that provide technical and vocational education and training. This system is the combination of school based and enterprise based systems. The foundation of dual system has been facilitated by industry development and incapability of the education system to respond effectively. This system limits the number of trainees and is restricted in industry areas. These two component systems of the dual systems exist and develop without effective coordination. Due to this, misunderstanding in policy making, planning, standard setting and content specification happened.

The dual training delivery approach resolves different problems associated with purely school-based training systems. First, the dual system is more beneficial in providing a suitable environment for both learning and working. Secondly, the mismatch problems of the supply and demand for TVET challenge it minimally because besides providing employment opportunities the enterprises or companies that provide training can timely adjust and adapt their training curricula to the changing demands of the labor market by creating motivation and engagement in training among trainees. Thirdly, by paving the way for an early contact with the enterprises and working experience, the approach enrolls graduates faster into the labor market in addition to creating a better opportunity of understanding about the types of jobs and occupations that they

prefer for their future career. The implementation of the dual approach in general augments the competence and relevance of TVET because it fills the gaps of both the functional and school-based approaches. (Eichhorst et al., 2012; Dustmann and Schönberg, 2012; Rezin and McCaslin, n.d.; King and Palmer, 2010).

Dual training or cooperative training is a formal apprenticeship in which the training program involves a formal agreement of employers, employer associations, labor unions, state and government (Cantor, 1997). It embraces work experiences of extended duration in which an apprentice learns specific occupational skills related to the different trades (Luecking, 2009).

2.2.3.4. The Integrated System

According to ILO (2015), the integrated system gives equal chance for both school based and enterprise based systems without indicating on one aspect. The general framework of technical and vocational education and training is to be designed to include both the school and the enterprise. This system can be practiced at every part of the world including developing countries because they share cost of the training, and have common understanding in policy making, content specification and standard setting. Purely school based system deliver workforces that are equipped with theoretical knowledge. On the other hand, enterprise based vocational education system is difficult to be applied by developing countries because of shortage of socio economic infrastructure and well-developed enterprises. Limiting the number of trainees, being restricted in the industry areas, incapability of delivering theoretical knowledge as required, the existence of the two systems without effective coordination which causes misunderstanding in policy making, planning, content specification and standard setting are limitations of the dual system.

2.2.4. TVET in Ethiopia

According to Melaku (2018), the effective implementation of cooperative training benefits all the three parties participated in the implementation called the trainees, training institution, and the industry. The industry benefits through getting competent workforce that satisfy the need of the enterprise, the trainees benefit through getting competent knowledge, practical skills, industry base work attitude which able them to be employable and the exposure of the trainees' competency to the employers, and the training institute benefits through delivering the demanded competencies to the trainees by reducing material costs and improving their trainers getting the chance of interacting with the real world of the work and be experienced. All the three parties

have their own responsibilities. The responsibilities of the training institution are equipping trainees with theoretical knowledge and basic skills that needed by the occupation in accordance with the occupational standards, providing cooperative training plan and schedule of cooperation with the partner, identify the companies that cooperate with them in formal training, giving awareness about the cooperative training to both the enterprises and the trainees, getting ready and sign the cooperative training agreement with the enterprise, and supervise and register the trainees' result. The enterprises on the other hand have the responsibility of follow up the entire practical training they provide to deliver technical skills of the industry for the trainees. Also the trainees have the responsibility of the discipline of the enterprises, and follow up and attentively complete the training equipping the required knowledge, skills and attitude (MoE, 2010). Healy, Perkmann, Goddar and Louise (2014) also assert that cooperative training benefits for the students in terms of, Increase employability, acquisition of soft/ technical skills and up to date knowledge, better understanding of the business world, mutual learning with employees, joint courses on modern technology, extended social network, and get integrated skills and knowledge to be the motor of society. The industry benefits in terms getting better qualified employees that deliver customer service which able to satisfy customers. The education institute benefits by increasing research portfolios.

2.2.4.1. Background of TVET in Ethiopia

The first formal school based technical and vocational education started in 1942 named Ecole National Des artes Technique and changed to Addis Ababa Technical School. It started its training in the areas of Auto Mechanics, Electricity, Secretarial Science, Building Construction, Wood Work, Carpentry, Economic, Accounting and Management. The admission of the program was for those who completed 8th grade for the duration of three years to be awarded diploma. This TVET institution reformed a number of times over the years. In terms of admission, 8+4, 10+2, 10+3, 11+3, 12+ 2 and nowadays it offers undergraduate and postgraduate level programs (Eden, 2012). According to Abebe (2010), Bahir Dar Polytechnique College established in 1963 and then it upgraded to higher education institute level. In Ethiopia, students in grades 10 and 12 take a centrally organized examination prepared by the National Educational Assessment and Examination Agency (NEAEA). The students that pass the exam in grade 10 can continue to preparatory school (Grades 11 and 12) while the rest are expected to pursue TVET training skills or join the labor force.

TVET training is delivered at five levels (levels one to five) and increasing in duration of training from one to three years and level of skill on completion, with level five being the highest) by competent trainers at all levels (Level 1, level 2, and Level, 3) increasing in level of skill) (MOE, 2015).

According to Education statistics of ESDP V (2019/20) the number of Ethiopian TVET institution reached to 1,348 and the total enrollment reached to 265,745. The number of teaching staff reached to 17, 382.

2.2.4.2. Purpose of TVET in Ethiopia

TVET plays crucial role in human resource development of countries by creating skilled human resource, enhancing industrial productivity and improving quality of living (Sharma, 2008). TVET is a master key since it has capacity to reduce unemployment, close the gap of labor market demanded skills, open al doors of lifelong learning and improve the quality of living. These role ensured when competency based TVET program is applied (Aschalew, 2016).

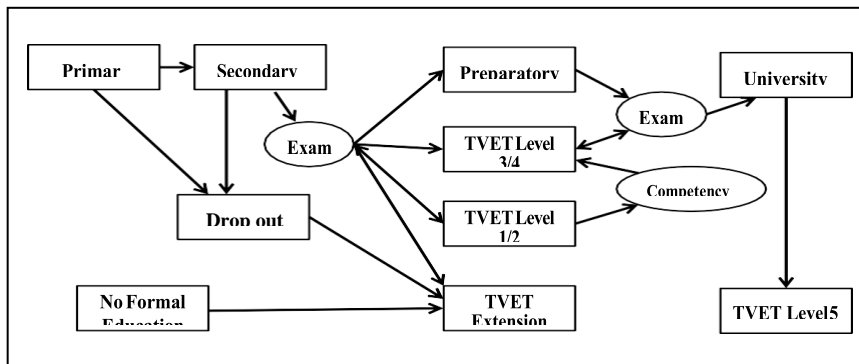
2.2.4.3. TVET Delivery in Ethiopia

To ensure the relevancy, each TVET college develops their curriculum based on the 600's occupational standards developed by the TVET agency through participating industries. And also colleges need to work to get apprenticeship for the trainees in terms of cooperative training agreement (Ethiopian Education Development Roadmap 2018-2030, 2018). The criteria for delivering the programs are as follow. Primary and secondary school dropout and non-formals join the TVET Extension and secondary school exam failures join TVET level 1, 2, 3 and 4 based on their exam result second cycle secondary school (preparatory) exam failures also join level 3 and 4. Level 1and 2 trainees can upgrade to level 3and 4 after passing the competency exam. Students who have minimum university entrance point and university graduates can join TVET level 5(Krishnan & Shaorshadze, 2013)

The Ethiopian TVET designed to encompass 70% of the time constitutes cooperative training which designed to be given in the industry to impart industry relevant skills and attitudes for the students and the rest 30% is the responsibility of TVET institution to equip the students with industry relevant knowledge. But most industries lack interest to make meaning full participation

in the TVET training in big cities of the country and no implementation in the rural areas and emerging regions (Ethiopian Education Development Road Map, 2018-30). TVET plays crucial role in human resource development of countries by creating skilled human resource, enhancing industrial productivity and improving quality of living (Sharma, 2008). TVET is a master key since it has capacity to reduce unemployment, close the gap of labor market demanded skills, open all doors of lifelong learning and improve the quality of living. These roles are ensured when competency based TVET program is applied (Aschalew, 2016). To ensure the relevancy, each TVET college develops their curriculum based on the 600's occupational standards developed by the TVET agency through participating industries. And also colleges need to work to get apprenticeship for the trainees in terms of cooperative training agreement (Ethiopian Education Development Roadmap 2018-2030, 2018).

Figure 2.1: Structure of Education and TVET System in Ethiopia



Source: Adopted from Pramila Krishnan Irina Shaorshadze(2013)

2.2.4.4. Ethiopian TVET Quality Assurance

To enhance the quality of TVET the Ethiopia government develop outcome based occupational standard and curriculum. It also established independent office that assesses the competency of the TVET graduates. In addition to this, occupational tools have been developed for different levels of qualifications such as level 1, level 2, level 3, level 4 and level 5. Based on this, trainees need to complete the level they already qualified and pass COC before joining the next level to ensure the quality of the TVET training. Beyond this, the government working on capacity

building initiatives such as model curricula development, upgrading infrastructures and upgrading trainers and leaders using government own finance and international support to ensure the quality of the TVET training (TVET strategy,2008).

2.2.4.5. Cooperative Training in Ethiopia

The cooperative training in Ethiopia is acquired from Germany's dual training system and defined as mode of training delivery of technical and vocational education and training which integrates the training institute and work based training center of industries to equip the students the required knowledge and skills. The training enterprises equip the students the required skill of the industry and the training institute encompass the required knowledge that is theoretical to support the application (Ebrahim, 2014). Cooperative training is a practical skill and attitude training given by the industry due to the cooperation between the education institute and the industry. Even though the cooperative training became a part of formal education in TVET program, the implementation is challenging due to lack of awareness in the industry because of not participating during the planning stage (TVET strategy, 1999).

The main objective of cooperative training is to strengthen the theoretical aspect of the education given in the TVET institution and to create the exposure of world of the work for the students which able them to develop practical professional skills and industry work attitudes. To achieve this, the TVET executive bodies should explore possibilities to encourage large companies, micro and small enterprise to cooperate with TVET institutions for the sack of delivering formal in-company training to the students through advertising, rewarding, participating in companies or financial incentives (TVET strategy, 2008).

Cooperating partner (enterprise and TVET institution) in the cooperative training should established a Memorandum of Agreement to identify the occupation in which they want to cooperate which include the nature and objective of the cooperatives train program, occupational area and activity for which cooperative training is to be provided; the commencement and the duration of cooperative training right and obligation the parties duration ;duration in hours ,status of trainees, condition for MOA termination and performance monitoring and evaluation system (MOE, 2007).

2.2.5. TVET in the Hospitality Education

According to Bennell (1999), as cited in TVET Mapping (2012), as the role of TVET is human resource development for the result of establishing growth and prosperity of society, TVET provides skills necessary to improve productivity, elevate income and develop access to employment opportunity for the people. In general TVET provides knowledge, skills and understanding which is necessary a specific occupations or a group of occupations (Atchoarena & Delluc, 2001). UNESCO (2015) cited in Shereni (2019) tells us that TVET involve acquisition of knowledge, skills, understanding, attitudes related to occupations and learning about technologies. This contributes sustainable development through endorsing sustainable economic growth, environmental protection, employability and polite work for trainees (UNESCO, 2015).

According to Kong and Boum (2006), hospitality (Hotels, Resort, Travel Agencies, lodges, Casio, and Restaurants) education refers to parts of vocational and business programs which aimed to satisfy the respective industry needed man power. To do so, the academic curriculum and occupational standard should meet both educational and industry expectations. Being service industry, hospitality and tourism industry needs job (occupation) specific knowledge, hard and soft skills and attitudes to accomplish job in satisfactory way (Shereni 2019). Especially hospitality industry requires workforce with necessary skills like cocktail making, food and beverage, culinary reception skills along with others (Lashley, 2009). Without realizing work forces with these competencies, this service industry, hospitality and tourism, cannot attain the required service Excellency (Adeyinka-Ojo, 2018). The provision of this knowledge, skills and industry occupations related attitudes can better achieved through TVET (Shereni 2019).

Being a part of TVET education, hospitality and tourism education trainees assessed by three independent organizations. Theoretical knowledge and course related soft skills and attitudes assess by the TVET training institute continuously within the training period. Technical or practical skills related to specific occupation that the trainee registered and attitude related to the occupation asses by the industry continuously through the cooperative training period. The third independent body that assesses trainees' knowledge, soft and hard skills and occupation related attitude is COC center (TVET strategy, 2008).

2.3. Empirical Literature Review

Cooperative training has been found relevant to address issues of unemployment. Countries that had implemented cooperative training system have solved the problem of unemployment better

than those which did not implement it (Quintini & Manfredi, 2009). Horn (2013) asserted that the delivery approach of TVET institution which implements cooperative training is better employable and relevant than institution that deliver only theoretical knowledge. Not only for employability, the effective implementation of cooperative training benefits all the three parties participated in the implementation called the trainees, training institution, and the industry. The industry benefits through getting competent workforce that satisfy the need of the enterprise, the trainees benefit through getting competent knowledge, practical skills, industry base work attitude which enable them to be employable and the exposure of the trainees' competency to the employers, and the training institute benefits through delivering the demanded competencies to the trainees by reducing material costs and improving their trainers getting the chance of interacting with the real world of the work and be experienced (Melaku, 2018). All the three parties have their own responsibilities.

TVET institutions should adequately deliver the wide range needs of the society to join the world of the work for achieving personal and social development (Iyagu, 2014). But the application is not without any challenge. The causes of poor quality in the TVET are poor job placement and domestic market, shortage of the link between TVET institute and industry, mismatch between skills trained and job opportunity, non-relevance of TVET programs with national priorities, lack of trainers' practical skills, shortage of higher level qualifications and pedagogical skills of trainers, the outdate of TVET curriculum, and outdate of learning materials (Mayiel, 2019). Even though countries that implementing cooperative training system has solved the problem of unemployment better than that do not implemented it (Quintini & Manfredi, 2009; Horn, 2013), they fail due to different reasons. Lack of dual investment in competency assessment, cooperation in the development curricula and OSs, and shared planning are some of them (Eichhorst et al. (2012).

In Ethiopia, Even though the enrolment capacity of TVET increases and the trainees are evaluated, still there is poor quality and relevancy of education and training problem (GTP I p.45). The main challenge of TVET implementation are shortage of a sufficient corps of TVET teachers, internship and cooperative training system between TVET institute and the relevant industries, lack of cooperation between the TVET institute and the industry, low motivation of TVET teachers, the TVET equipped students with only theoretical knowledge, and low qualities of TVET infrastructures (MoE, 2010).

Hospitality industry is one of the service sectors on which the Ethiopian government aimed to attained socio- economic development. Nowadays, the industry crates 8.7 million employment opportunity (UN Ethiopia. 2020) and USD 7.4 Billion (Mahider, Genemo &Mesele, 2020) foreign currency. Hospitality service is the combination of employees’ attitude and behavior, the surrounding environment, and material/ tangible products (Reuland et al 1985). This industry becoming highly competitive and the customer needs quality services are essential. Due to this, the interaction on service employees and long lasting relation with customers has to be developed (Moung &Walsh, 2018). Professionalism, higher standard of service quality is very important especially in service industry like hospitality and tourism where knowledge and skill performance careers which customer will purchase (Breen, 2002). Most of hospitality services are intangible that depend on human behavior and actions (Susskind, Barcharevink, Brymer and Kacmar, 2003). The workforces of the hospitality industry need to have soft skills like interpersonal skills and personality traits that complement the hard skill or technical skills of the industries job. This implies that they should have good attitudes towards to services, good personality of behavioral pattern to interact with customers and service delivery skills (Vocra, 2004). Being competent in such manner is very difficult because of the inseparability nature of service that comprises production, preparation and consumption at a single period of time (susskind et al., 2003). This professionalism can rise through education (Harris and Jago, 2001).The overall quality within the hospitality and tourism sector depends exactly on education and training do to overall level of education of employed staffs (Perman and Mikinac, 2014). Due to this, hospitality education should deliver to equip students with soft skills, hard skills and theoretical knowledge in a complemented manner (Bharwani and Butt, 2012). To do this, vocational education is the best mode of delivery (Sindiga, 1996). That is why Vocational and hospitality education are among investments that Ethiopian Investment Commission (EIC) gives foreign direct investment (FDI) priorities (investment guide to Ethiopia 2015 p.39).

The highest challenge in hospitality education is to deliver highly skilled outcome (Kong & Boum, 2006). That is why the researcher conducting this study.

2.4. Conceptual Framework

Reviewing the literature, the researcher benefited in acquiring relevant knowledge on the study area. On doing so, researcher used theoretical knowledge on the study area and research methodology during reviewing theoretical and empirical literature review. In the theoretical review part of the literature review, the roles of TVET, about cooperative training, and under

which, background of cooperative training, about TVET delivery systems and components like the school system, enterprise system, dual system, and the integrated system. It also contains about TVET in Ethiopia and its parts like back ground, purpose, TVET delivery, TVET quality assurance and cooperative training. In addition, it encompass about TVET in hospitality industry. The review also covered more about empirical literature reviews.

TVET broadly defined as the delivery modes of education at which trainees equip practical skill, understandings and knowhow which enable them to be employable in particular occupation, trade or a group of occupations (Atchoarena & Delluc, 2001).

According to Bennell (1999), the rolls of TVET are the improvement of productivity, elevation of income level, and increasing the access of employment opportunities. This role become crucial all over the world due to technological advancements, increments of competition due to liberalization which requires a manpower with interpersonal, communication, financial, technical and leadership skills (Nyerere,2009). Because TVET runs across all sectors of social and economic development like architecture, journalism, agriculture, fishing, accounts, water, hotel, minerals, natural resources, pilot, transport, law and many more. It includes all professions of engineering, science, technology, metal crafts, seamanship, arts and culture etc (UNESCO, 1989; ILO).

According to CAFCE-Canadian Association for Cooperative Education (2005), Cooperative Education is an education program that integrates the academic studies of a student with the experience in work market through the programs of curricular periods of training in companies.

The concept of cooperative training embarked in Canada in 1957, USA in 1906, and United Kingdom in the late 1800s (Reeve, 2004). The author identified that cooperative training is being practiced in more than 60 countries found in most continents. Sandwich cooperative training was acquainted at Sunderland Technical College. As Groenewald (2004) states, cooperative training was named using different titles such as School to Work, Internships or Interns, Field Based Learning, Coop, Candidature, Articles, Apprenticeships, and Professional Practice.

There are different systems of delivering TVET such as school system is among the main delivery system in TVET which is the primary coordinator of vocational ground work. The skill development of trainees is limited within the school system rather at the world of the work,

industry (Demissew, 2012). Enterprise system is the primary controller of vocational provision including planning, standard setting, and content specifications (Cedefo (2009a as cited in Demissew 2012). According to Masri (1994) mentioned in Demissew (2012), dual system has two separate systems that provide TVET. This system is the combination of school based and enterprise based systems. The foundation of dual system has been facilitated by industry development and incapability of the education system to respond effectively. This system limits the number of trainees and is restricted in industry areas. The other TVET delivery system is integrated system which gives equal chance for both school based and enterprise based systems without indicating only one aspect. In this system, the general framework of TVET is to be designed to include both the school and the enterprise (ILO, 2015).

Looking Ethiopian TVE, background, The first formal school based TVET started in 1942 named Ecole National Des Artes Technique and changed to Addis Ababa Technical School which started its training in the occupational areas of Auto Mechanics, Electricity, Secretarial Science, Building Construction, Wood Work, Carpentry, Economic, Accounting and Management (Abebe, 2010). The admission of the program was for those who completed 8th grade for the duration of three years to be awarded diploma. The addition reformed a number of times over the years like 8+4, 10+2, 10+3, 11+3, 12+ 2 and nowadays it offers undergraduate and postgraduate level programs (Eden, 2012). Bahir Dar Poly Technique College established in 1963 and then it upgraded to higher education institute level (Abebe, 2010).

TVET plays crucial role in human resource development of countries by creating skilled human resource, enhancing industrial productivity and improving quality of living (Sharma, 2008). Because it is a master key since it has capacity to reduce unemployment, close the gap of labor market demanded skills, open al doors of lifelong learning and improve the quality of living. The role ensured when competency based TVET program is applied (Aschalew, 2016).

To ensure the relevancy, each TVET college develops their curriculum based on the 600's occupational standards developed by the TVET agency through participating industries. And also colleges need to work to get apprenticeship for the trainees in terms of cooperative training agreement (Ethiopian Education Development Roadmap 2018-2030, 2018). The criteria for delivering the programs are Primary and secondary school dropout and non-formals join the TVET Extension and secondary school exam failures join TVET level 1, 2, 3 and 4 based on their exam result second cycle secondary school (preparatory) exam failures also join level 3 and

4. Level 1 and 2 trainees can upgrade to level 3 and 4 after passing the competency exam. Students who have minimum university entrance point and university graduates can join TVET level 5 (Krishnan & Shaorshadze, 2013). The Ethiopian TVET designed to encompass 70% of the time constitutes cooperative training which designed to be given in the industry to impart industry relevant skills and attitudes for the students and the rest 30% is the responsibility of TVET institution to equip the students with industry relevant knowledge. But most industries lack interest to make meaning full participation in the TVET training in big cities of the country and no implementation in the rural areas and emerging regions (Ethiopian Education Development Road Map, 2018-30)

To enhance the quality of TVET the Ethiopia government develop outcome based occupational standard and curriculum. To do so, independent office established to assesses the competency of the TVET graduates, occupational tools have been developed for different levels of qualifications such as level 1, level 2, level 3, level 4 and level 5. Based on this, trainees need to complete the level they already qualified and pass COC before joining the next level to ensure the quality of the TVET training. The government also working on capacity building initiatives such as model curricula development, upgrading infrastructures and upgrading trainers and leaders using government own finance and international support to ensure the quality of the TVET training (TVET strategy, 2008).

The cooperative training in Ethiopia is acquired from Germany's dual training system and defined as mode of training delivery of TVET which integrates the training institute and work based training center of industries to equip the students the required knowledge and skills. The main objective of cooperative training is to strengthen the theoretical aspect of the education given in the TVET institution and to create the exposure of world of the work for the students which able them to develop practical professional skills and industry work attitudes (TVET strategy, 2008).

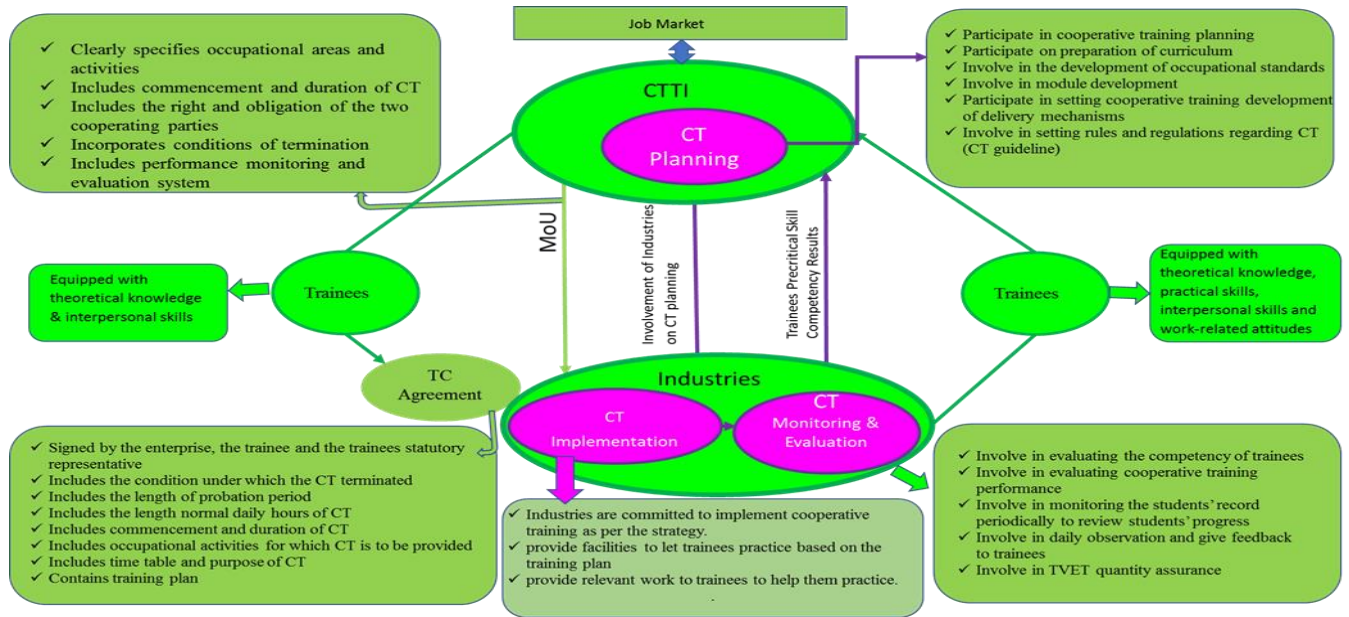
According to Bennell (1999), as sited in TVET Mapping (2012), as the role of TVET is human resource development for the result of establishing growth and prosperity of society, TVET provides skills necessary to improve productivity, elevate income and develop access to employment opportunity for the people. Hospitality (Hotels, Resort, Travel Agencies, lodges, Casio, and Restaurants) education refers to parts of vocational and business programs which aimed to satisfy the respective industry needed man power. To do so, the academic curriculum

and occupational standard should meet both educational and industry expectations. Being service industry, hospitality and tourism industry needs job (occupation) specific knowledge, hard and soft skills and attitudes to accomplish job in satisfactory way (Shereni 2019). Especially hospitality industry requires workforce with necessary skills like cocktail making, food and beverage, culinary reception skills along with others (Lashley, 2009).

The empirically, Horn (2013) asserted that the delivery approach of TVET institution which implements cooperative training is better employable and relevant than institution that deliver only theoretical knowledge. Not only for employability, the effective implementation of cooperative training benefits all the three parties participated in the implementation called the trainees, training institution, and the industry. Even though countries that implementing cooperative training system has solved the problem of unemployment better than that do not implemented it (Quintini & Manfredi, 2009; Horn, 2013), they fail due to different reasons. Lack of dual investment in competency assessment, cooperation in the development curricula and OSs, and shared planning are some of them (Eichhorst et al. (2012). Mayiel (2019) also assert that the application CT is not without any challenge. The causes of poor quality in the TVET are poor job placement and domestic market, shortage of the link between TVET institute and industry, mismatch between skills trained and job opportunity, non-relevance of TVET programs with national priorities, lack of trainers' practical skills, shortage of higher level qualifications and pedagogical skills of trainers, the outdate of TVET curriculum, and outdate of learning materials.

In Ethiopia, Even though the enrolment capacity of TVET increases and the trainees are evaluated, still there is poor quality and relevancy of education and training problem (GTP I p.45). The main challenge of TVET implementation are shortage of a sufficient corps of TVET teachers, internship and cooperative training system between TVET institute and the relevant industries, lack of cooperation between the TVET institute and the industry, low motivation of TVET teachers, the TVET equipped students with only theoretical knowledge, and low qualities of TVET infrastructures (MoE, 2010).

2.5. Conceptual Framework



CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Approach

The purpose of this study was to examine the practice and challenges of cooperative training at CTTI. To this end, concurrent triangulating mixed research approach was selected for the study. Mixed approach is very good for finding out the problem under study through qualitative and quantitative data. Cohen, Manion, and Morrison (2007) stated that quantitative data collected through questionnaire show an overall picture of the study. Qualitative approach helps to gather in-depth data and allow triangulation of the data. Mixed research approach helps to collect, analyze and interpret quantitative and qualitative data at a single study. The central premises of a mixed research approach is to use quantitative and qualitative research data together for better understanding of the research problem in avoiding biases than either use of research approach alone (Leech N, OnwuegbuzieA ,2008).

3.2. Research Design

The researcher used concurrent triangulation mixed design. Since the research design depends on the purpose and the nature of the problem under study, cross-sectional descriptive survey design was believed to be fit because it enabled to describe and interpret the practices and challenges.

This design enabled to determine the sample size to apply inferential statistics, draw sample representatives at a single point of time to save cost and time, compare different groups, select participants of the study based on particular variables of interest and use macro level analysis which help address the objectives of the study.

3.3. Population of the Study

The population of the study was eight Five Star Hotels and 15 Four Star Hotels found in Addis Ababa because they constituted huge number of workforces, had higher market share, delivered better quality services as they had been rated as 5-star and 4-star and the training institute had signed MoU for implementing cooperative training with them.

Table 3.1: The Population of Trainees, Trainers, Institute Administrators and Industry Managers

No	Number of trainees			Industries			Training Institute		
	Room Division	Food and Beverage Division	Tourism Division	Hotel		Tourism	Room Division	Food and Beverage Division	Tourism Division
				5 Stars	4 Stars				
1.	HMgt=193	FBSS=103	Tour Guide=127	Trainees=88	Trainers=165	Trainers=50	Trainers=19	Trainer=22	Trainers=15
2.	FOS=198	FBS=73	Tour Marketing=42	Supervisors=24	Supervisors=45	Supervisors=20	Supervisors=1	Supervisors=1	Supervisors=1
3.	HKS=59	FBC=105	Tour Operation=149	Industry Mgt=32	Industry Mgt=60	Industry Mgt=30	Department Head=1	Department Head=1	Department Head=1
4.	FOO=51	FPS=109	Tourism Mgt Control=43				CT supervisor=1	CT supervisor=1	CT supervisor=1
5.	HKO=21	FDC=63	Tourism Mgt=64				Academic dean=2		
6.		PBC=34							
	Total=522	Total=487	Total=425	Total=144	Total=270	Total=100	Total=24	Total=25	Total=18
Total population=2015									

Source: The Researcher's compilation from CTTI's division heads and industry's human resources department

The target population from these hotels comprised 23 Food and Beverage managers, 23 Front Office managers, 23 Housekeeping managers, 23 General Managers, 69 in-industry supervisors and 253 industry trainers, totally 414 target populations from these hotel industries.

From tourism companies located in Addis Ababa, 10, which had signed MoUs with the training institute, were considered. These four companies consisted of 10 tour operation managers, 10

tour marketing managers, 10 general managers, 50 in-industry trainers and 20 supervisors, which totaled 100 target populations.

CTTI consisted of two Academic Deans and three divisions/departments called Room Division, Food and Beverage Division and Housekeeping Division. The Room Division had 19 trainers, one in-institute supervisor, one CT Supervisor and one Department Head. These made the total target population 22. The Food and Beverage Division comprised 22 trainers, one in-industry supervisor, one CT supervisor and one Department Head, totally 25 target populations. The Housekeeping Division comprised 15 trainers, one in-industry supervisor, one CT Supervisor and one Department Head, which made a total of 18 target populations. Generally, CTTI comprised 67 target populations.

All occupations found in the three departments i.e. Room Division, Food and Beverage and Tourism Division had their own trainees. In the Room Division, Hotel Management (HMgt) 193 trainees, Front Office Supervisions (FOS) 198, Front Office Operation (FOO) 51, Housekeeping Supervision (HKS) 59, Housekeeping Operation (HKO) 21. Totally, 522 trainees were considered as target populations. In the Food and Beverage Division, Food and Beverage Service Supervision (FBSS) had 103, Food and Beverage Service (FBS) had 73, Pastry, Bakery and Confectionery Making (FDC) had 34, Foreign Dish Cooking (FDC) had 63, Food Production Supervision (FPS) had 109 and Food and Beverage Control (FBC) had 105. These made a total of 487 trainees as target populations. In the Tourism Division, Tour Guide had 127, Tour Marketing had 42, Tour Operation had 149, Tour Management Control had 43 and Tourism Management had 64, totally 425, trainees as a target population. Generally, the total target population was 2015.

3.4. Sampling Techniques

Sample is the portion of the population selected to be under study for estimating the characteristics of the population. Sampling is the process of selecting samples/individuals from within the population for estimating the characteristics of the whole population under study. The two main advantages of sampling are faster data collection and performing this task with low cost (Kish 1965 and Robert 2004).

Sampling technique is a method of selecting samples from the population to estimate the parameter (Gupta and Kapoor 1970 and Kish 1965). Purposive sampling is one of the sampling techniques in which samples get selected for estimating the parameter of the population for specific purposes (Sudman 1976, Cochran 1963 and Rao 1985). Stratified sampling is one of the

sampling techniques used for selecting samples from heterogeneous population to make different homogeneous categories called strata.

The researcher conducted the study in eight 5-Star hotels and 15 4-Star hotels located in Addis Ababa. The 5- and 4-Star hotels were selected because 1) they have huge number of workforce, 2) they provide better quality service (the star rate awarded for their level of service quality implies that), 3) they have higher market share, and 4) the training institute has MoU for cooperative training with only these hotels. In addition, the study included ten huge tour companies that the CTTI assumes they deliver better quality tour service and entered in to MoU for cooperative training with the institute.

The researcher used non-probability sampling, purposive sampling technique to select key person's industries representatives/line managers/, in-institute supervisors, CT supervisors, and industry supervisors. The researcher used purposive sampling for selecting the hotels, line managers, in-institute supervisors, CT supervisors and industry supervisors considering as they are key persons for the practices of cooperative training. The researcher also used probability sampling, stratified sampling to select trainees and trainers of each occupation from both cooperating parties. The details are discussed below.

Since one of the purposes of the mixed methods is data triangulation, Onwuegbuzie and Collins (2007) and Patton (2002) recommend that sampling is so essential for studies that seek to triangulate the finding of the survey through qualitative data. Both the information-rich and the representative sampling paradigms are essential in such designs. One-to-one semi-structured interview method was used for the qualitative data collection.

3.5. Sample Size

3.5.1. Sample Size for the Survey

Sample size is the amount of sample drawn from the population by considering the level of precision, level of confidence (risk) and the degree of variability of attribution to make precise decision about the population (Miaoulis and Michner 1976). It also depends on the purpose of the study and the size of the population (Isreal, 1992).

Since the target population is finite and heterogeneous, the study needed appropriate sample size to attain the required level of confidence/risk within pre-specified level of precision. Considering finiteness of the population, heterogeneity of the population and the required level of precision,

the researcher used modified Cochran's (1977) formula shown below to select samples for the survey questionnaire.

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

Z is the value corresponding to the level of confidence required = 1.96

P is percentage occurrence of a state or condition = 0.5

q is percentage non-occurrence of a state or condition = 0.5 (maximum variability)

e is the percentage of maximum error required = 0.05

N= 2015

$$n = \frac{\frac{1.96^2 \times 0.5^2}{0.05^2}}{1 + \frac{1.96^2 \times 0.5^2}{0.05^2 \times 2015}} = \frac{\frac{3.8416 \times 0.25}{0.0025}}{1 + \frac{3.8416 \times 0.25}{5.0375}} = \frac{384.16}{1.191} = 323$$

Sample Size= 323

Table 3.2: Samples of Trainees, Trainers, Institute Representative and Industry Representatives

Non Probability Sampling (Purposive Sampling)			Probability Sampling (Stratified Sampling)									
Industry Representatives			Institute Representatives			Industry Trainers			Institute Trainers			Trainees
5 Star Hotels	4 Star Hotels	Tour Companies	Room division	Food and Beverage division	Tourism Division	5 Star Hotels	4 Star Hotels	Tour Companies	Room division	Food and Beverage division	Tourism Division	
Line Managers = 24	Line Managers = 45	Line Managers = 20	In-institute supervisor = 1	In-institute supervisor = 1	In-institute supervisor = 1	10	18	6	2	2	1	Room division = 21+22+6+6+2 = 57
Supervisors = 8	Supervisors = 15	Supervisors = 10	CT supervisor = 1									Food and Beverage division = 12+8+12+12+7+3 = 54
												Tourism Division = 14+5+16+5+7 = 47
Total = 32	Total = 60	Total = 30	Total = 4			Total = 34			Total = 5			Total = 158
Grand Total = 323												

After determining the sample size 323, 24 (7.4%) line managers from the 5-Star hotels, 45 (13.9%) line managers from the 4-Star hotels, 20 (6.2%) line managers from the tour companies, 8 (2.5%) supervisors from 5-Star hotels, 15 (4.6%) supervisors from the 4-Star hotels, 10 (3.1%) supervisors from the tour companies, 4 (1.2%) in-institute and CT supervisors generally 126 (39%) respondents were selected for the survey using non-probability sampling called purposive sampling technique because they work on important positions which is necessary for the implementation of cooperative training. Of the remaining 197 (61%) of the respondents, 34 (10.5%) respondents from industry trainers, 05 (1.5%) institute trainers and 158 (49%) trainees from the three divisions including all occupations in the respective divisions were selected using probability sampling called stratified sampling technique based on three groups (industry trainers, institute trainers and trainees) because they have different characteristics or they are heterogeneous.

Table 3.3: Respondents of the Qualitative Tool of the Study: Semi-structured Interview

Industry Representatives			The Training Institute Representatives			
5-Star Hotels	4-Star Hotels	Tour Companies	Room Division	Food and Beverage Division	Housekeeping Division	Academic Dean
2 General Managers	4 General Managers	2 General Managers	1 Head	1 Head	1 Head	1 Dean
Total = 8 General Managers			Total = 4 Division Head and Dean			
Grand Total = 12 Respondents						

3.5.2. The size of respondents for the qualitative part of the study (Semi-structured Interview)

The respondents of the qualitative tool of the research included two General Managers from the 5-Star hotels, four General Managers from the 4-Star hotels and two General Managers from tour companies. Generally, eight interview respondents from the industry were selected because they played important roles in the CT implementation in their respective industries. From the institute, one head representing each division (Room, Food and Beverage, Housekeeping, and Academic Dean) was selected for the one-to-one semi-structured interview because they are key persons for undertaking CT MoU and its implementation in the training institute. This makes four respondents from the training institute. Totally, 12 respondents were selected for the interview.

3.5.3. Data Collection Method

A multiple data collection (data triangulation) method was applied to complement the findings from each data source. According to Finnegan (2006), Patton (2002) as well as Wilson and Sapsford (2006), mixed method assists not only to minimize errors but also to confirm the trustworthiness of the data collected and give the study a complete picture ultimately. As per Cohen, Manion, and Morrison (2007) and Gay, Mills, and Airasian (2009), the heterogeneity of the instruments and the participants was required to refine CT is practiced in the institute and to identify the challenges encountered during the practice.

Primary data for this study was collected through self-developed instruments: questionnaire, one-on-one semi-structured interview and MoU and training contract agreement records. The instruments were designed based on the literature reviewed, the national TVET strategy, Ethiopian TVET Proclamation No 391/2004 and Cooperative and In-Company Training Handbook (MoE, 2010). The details about the instruments are discussed below.

3.5.3.1. Survey Questionnaire

Quantitative data were collected through a set of questionnaire. The questionnaire consisted of open-ended and close-ended questions. These included Demographic characteristics such as gender, age, educational qualification and work experience, KPIs which indicate how CTTI is practicing CT, KPIs which indicate the extent of industries involvement CT, and KPIs that indicate the challenges encountered while practicing CT.

Five level Likert scales (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5= strongly Agree and 1= To a large extent, 2= To some extent, 3=Not sure, 4= To a limited extent, 5= Not at all) were used for the sub-scales of the questionnaire of closed-ended questions categorized into four parts:34 items on the practices of CT, 6 items about the involvement of industries on CT planning, 5 items on the involvement of industries on CT implementation, 5 items about the involvement of industries on monitoring and evaluation, 19 items on challenges of CT. Two items were used in the open-ended questions.

3.5.3.1.1. Reliability, Validity and Normality

Reliability, validity and normality tests were done. The questionnaire was piloted. The purpose of the pilot test was to ensure the validity and the reliability of the instrument to decide whether or not the items included in the instrument would enable to collect relevant data. Normality of the data distribution was done to decide the data analysis techniques for inferential statistical analysis. This pilot study helped to amend the instrument in such a way it fits its purpose.

To test the reliability and validity of data collecting instrument and the normality of the data distribution, pilot was done. The researcher selected five Food and Beverage managers, five Front Office managers and five Housekeeping managers from 5-Star and 4-Star hotels found in Addis Ababa that were not included in the main study, and also six tour marketing and tour operation managers who were not included in the main study. 15 trainees and 14 trainers of the training institute who were not included in the main study, were considered for the pilot. Generally, 50 (27 from industries, 15 trainees and 8 trainers from the TVET institute) participants were included in the pilot study.

In accordance with the suggestion by Larson-Hall (2010) and Creswell (2012), Robinson (2009), and Whitley (2002), Cronbach's alpha analytical tool was used to test the reliability, and inter items correlation and item to total correlation to measure the validity of the instrument accepting the suggestion of Robinson (1991) and skewness and kurtosis were used to test the normality of the data distribution using 24th version of SPSS (Statistical Packages for Social Science).

3.5.3.1.1.1. Reliability of the Instrument

Reliability measures trustworthiness, repeatability, precision, and consistency of the research (Chakrabarty, 2013). To measure the reliability of the instrument, Cronbach Alpha was used because it is the most appropriate measure of reliability when the instrument contains Likert scales (Robinson, 2009 and Whitley, 2002) to check whether the Cronbach alpha were greater than 0.9 (excellent), between 0.8 and 0.9 (good), between 0.7 and 0.8 (acceptable), between 0.6 and 0.7 (questionable) and less than 0.5 (un acceptable) (George and Whitley, 2003).

3.5.3.1.1.2. Validity of the Instrument

Validity measures instruments' capability to measure correctly what is intended to be measured (Thatcher, 2010). It is the extent to which the requirement of scientific research method has been followed during the process of generating research findings (Oliver, 2010) or it measures how the collected data cover the actual areas of study (Gauri & Gronhaug, 2005). The face validity evaluates feasibility, readability, consistency of the style, formatting and clarity of the language (Oluwatayo, 2012). The researcher developed the instrument by considering the criteria mentioned above and the advisor of the research reviewed it. Content validity is the degree to which items in the instrument cover all aspects of the study areas (Straub, Boudreau et al. 2004). To this effect, the researcher reviewed the Ethiopian TVET operation manual (MoE, 2010) and the Ethiopian TVET proclamation No 391/2004 carefully during the development of the

instrument's items to cover all aspects of the study areas of cooperative training. The advisor reviewed the instrument to check the validity of the contents. In addition to this, the content validity of this instrument was evaluated by TVET cooperative training specialists from Ethiopian Federal TVET Agency and Addis Ababa TVET Agency.

With regard to construct validity, based on the suggestion of Robinson (1991), the researcher used inter-item correlation and items total correlation for evaluating whether the inter-item value is between 0.1 and 0.29 (weak correlation), 0.3 and 0.49 (medium correlation) and between 0.5 and 1.0 (strong correlation) or generally to check whether the value is between 0.3 and 1.0 (acceptable) or not and significant (Cohen, 1998). And also the researcher checked item to total correlation to evaluate whether the value is greater than 0.5 (acceptable) or not based on the suggestion of Robinson (1991).

3.5.3.1.1.3. The Normality Test of Sample Distribution

The normality of the sample distribution in the population is measured by skewness and kurtosis. Skewness is the measure of the asymmetry of the probability distribution of samples about the mean of target population or it is the measure of the amount of direction of the departure from the horizontal asymmetry. Kurtosis is the measure of peakedness and flatness of the probability distribution of the random sample from the normal distribution (T. DeCarlo, 1997). Since the sample size of this study is more than 300, the researcher used skewness and kurtosis to measure the distribution of the sample from the mean of the target population to determine whether the skewness value is between -2 and 2 and the value of the of the kurtosis of the sample distribution is between -7 and 7 (Kim Hy, 2013).

3.5.3.2. One-to-One Interview

Two General Managers from 5-Star hotels and four from 4-Star hotels, two from Tour companies, one academic dean and three department heads were selected using purposive sampling methods for semi-structured interview to gather data about CT at planning, implementation and monitoring and evaluation stages. Generally, 8 selected from the industries and 4 from the training institute.

The content validity of the interview guide was evaluated by the advisor and TVET cooperative training specialists from Ethiopian Federal TVET Agency and Addis Ababa TVET Agency.

3.5.3.3. Organization of Data

The data that were collected from the survey were organized in a way they make logical flow of ideas. Caution was made to make the data free from fraud and errors by validating, editing properly coding the data.

3.5.3.3.1. Validation, Screening, Procedure and Completeness

Validating the data is the process of checking whether the collected data was done as per plan without any bias. The researcher validated it in a way it fits the structure of the study in the next chapter. The researcher has done the selection of the sample respondents to be as per pre-specified sampling technique. Also the data collection procedure was applied based on pre-specified procedure. Not only these, but also the researcher checked the completeness of the questionnaires that filled by the respondents and failed the incomplete one.

3.5.3.3.2. Data Editing

The questionnaire filled by the respondents was checked to detect missed and/or incorrect items which need to be refilled or omitted.

3.5.3.3.3. Data Coding

The researcher grouped the validated and edited data of the questionnaire in to three groups called the industry, the training institute and trainees. Except the trainees' group, within the rest of the above two groups, questions of the instrument were grouped in to Implementation of CT, Agreement of CT (MoU), the trainees Contracted Agreement, Involvement of Industries on CT Planning, Involvement of Industries on Implementation CT, Involvements of industries on Monitoring and Evaluation of CT and Challenges of CT. The questions in the questionnaire filled by the trainees were divided in to Implementation of CT, trainees' Contract Agreement, and Involvement of industries on Monitoring and Evaluation of CT and Challenges of CT.

3.5.3.4. Presentation of Data

According to Anesthesiol (2017), the method of data presentation must be chosen after carefully weighing the advantages and disadvantages of different methods of presentation depending on the data format, methods of analysis used and the information collected. Considering the above criteria, the researcher used text presentation to convey information about the explanation of the results and contextual information in the form of sentence or paragraph. Tabular presentations were also used to display numerical and wordy information in a summarized and precise way.

3.5.3.5. The Analysis of the Data

The quantitative data analysis was done using descriptive statistics such as weighted mean to analyze the central tendency and standard deviation to analyze the dispersion of the data from the mean of the data gathered from respondents. The researcher also analyzed the quantitative data using inferential statistics, ANOVA to dig out the p-value within and between the group (industry representatives, the TVET institute representatives and trainees of the institute) by using statistical packages for social science (SPSS-24), five percent ($\alpha = 0.05$) level of significance applied to know whether the scores of the group is significantly different or not according to the recommendation of Gay, Mills, and Airasian (2009) and Creswell (2012). The qualitative data gathered through interview has been analyzed using narrative analysis method in concurrent with the quantitative data analysis for triangulating the findings of both the quantitative and qualitative data. Finally, the entire data were discussed (interpreted) by integrating the findings.

The contents of the cooperative training agreement/memorandum of understanding (MoU) document signed between the TVET institution (CTTI) and the relevant industries, and the training contract document between enterprise and trainee were evaluated to see if their contents were in accordance with the proclamation No 391/2004 and the CT manual (MoE, 2010) or not using five point performance rating scales (unsatisfactory, improvement needed, meet expectation, very good and excellent) by hiring TVET cooperative training specialist aiming to be free from any biases of the researcher.

The content validity of the document analysis guide evaluated by the advisor and TVET cooperative training specialists from Ethiopian Federal TVET Agency and Addis Ababa TVET Agency to suggest the researcher eliminating questions that are improperly included in the instrument, to add questions which needed to be included in the instruments and to modify the questions that are included in the instruments.

3.6. Ethical Issues Considerations

During conducting this study, ethical issues were considered and respected. To this end, the required data collected from the respondents by requesting their willingness to fill the questionnaire (issue of consent) on the head of the instrument as it would be kept confidential and anonymous for protecting physical and psychological harm based on the interest of the

respondents. The research was conducted in a way that eliminated subjectivity and biases from the study report following the scientific fact finding instead of reflecting personal interest.

3.7. Results of the Pilot Test

The purpose of this pilot test was to ensure the validity and the reliability of the instrument to decide whether or not the items included in the instrument would enable the researcher to collect the relevant data and identify the normality of the data distribution to decide the data analysis techniques for inferential statistical analysis. Accordingly, this pilot test was performed by collecting opinions from 15 trainees, 8 trainers and supervisors from CTTI, and 27 industry trainers and supervisors totally 50 respondents that were not included in the main study and analyzed using 24th version of SPSS. The results are discussed below.

3.7.1. Reliability Test

Table 3.4: reliability, Validity and Normality test results of the pilot study

	N	N of Items	Reliability Test		Construct Validity			Normality Test	
			Cronbach's Alpha	Sig	Pearson Correlation	Sig	df	Skewness	Kurtosis
Over all	50	69	0.994	0.000	0.946	0.000	68	0.156	-0.918
Practices of CT	50	34	0.986	0.000	0.938	0.000	33	0.503	-0.060
Involvement of Industries	50	16	0.972	0.000	0.938	0.000	15	0.235	-0.715
Challenge of CT	50	19	0.990	0.000	0.961	0.000	18	0.375	-0.443

Source: Researcher's compilation

According to the finding of the reliability test shown in Table 4.1, the sub part of the instrument that included items indicate practices of CT has 34 items responded by 50 respondents with cronbach's alpha value of 0.986, involvement of industries on CT having 16 items responded by 50 participants has cronbach's alpha value of 0.972 and challenges of CT with 19 items responded by 50 respondents responded having cronbach's alpha value of 0.990 and over all instruments 0.994 with coefficient of significant level 0.000. This shows that all the items in the instrument have excellent reliability.

3.7.2. Validity Test results

3.7.2.1. Face Validity Test

Face validity evaluates feasibility, readability, consistency of the style, formatting and clarity of the language (Oluwatayo, 2012), the researcher developed the instrument considering the above criteria mentioned Oluwatayo and as an expert on the areas of the study, the advisor of the research reviewed it considering the criteria of face validity and he approved that the instrument has good face validity.

3.7.2.2. Content Validity Test

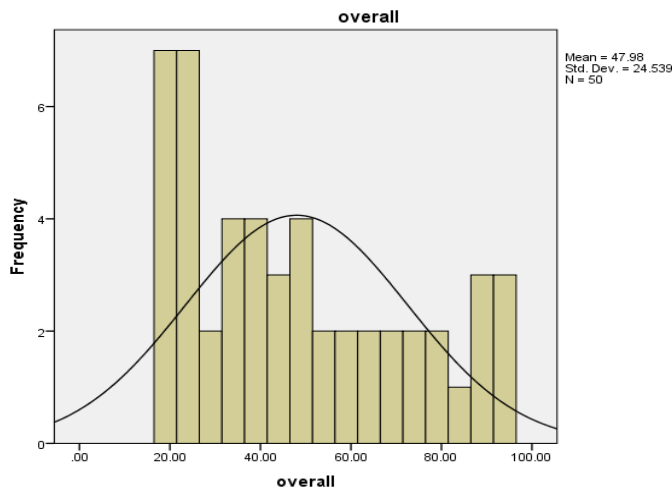
Content validity is the degree to which items in the instrument cover all aspects of the study areas (Straub, Boudreau et al. 2004). To do so, the researcher reviewed the Ethiopian TVET operation manual (MoE, 2010) and the Ethiopian TVET proclamation No 391/2004 carefully during the development of the instrument's item to cover all aspects of the study areas of cooperative training. As an expert on the areas of TVET, the advisor reviewed the instrument to check the validity of the contents. In addition to this, the content validity of this instrument evaluated by two TVET cooperative training specialists from Ethiopian Federal TVET Agency and three experts from Addis Ababa TVET Agency without suggesting the researcher eliminating questions that are improperly included in the instrument, to add questions which need to be included in the instruments and to modify the questions that are included in the instruments.

3.7.2.3. Internal Validity Test

As shown in table 3.4, the Pearson correlation value of 0.938, 0.938, 0.961 and 0.946 practices of CT, involvement of industries on CT, challenges of CT and overall items respectively with significant level of 0.000. The result shows that items in the instrument internally strongly correlated within all parts of the instrument.

3.7.2. Normality Test

Figure 3.1: Normality of sample means from the target population



As shown in table 4.1, the value of skewness is between -2 and 2, the value of kurtosis is between -7 and 7 due to this distribution of samples about the mean of target population is normally distributed.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter contains three parts such as pilot study, back ground of the respondents and presentation and interpretation of the data collected through questionnaire, interview, and MoU and contract agreement documents. Under the pilot study, reliability, validity like face validity, content validity and internal validity, and also normality tests were done to decide whether the quality of the questionnaire was in acceptable range or not. Questionnaires were distributed to 158 trainees, 9 institute respondents and 156 industry respondents. Totally 232 questionnaires were distributed to trainees, institute respondents and industry respondents. Of which, 126(79.7%), 9 (100%) and 97 (62.2%) respectively have been returned. The total response rate was 71.8%. The obtained data from questionnaires were analyzed quantitatively using descriptive statistics and one side ANOVA and interpreted it in a way to answer the research question. The data obtained through interview from general managers of 5 and 4 star hotels, and tour companies and also from institute academic dean and department heads were analyzed

qualitatively in a narrative way and interpreted integrating with the finding of quantitative data. The relevant data obtained from the documents analyzed and interpreted this chapter.

4.2. The Results of Demographic Analysis

4.1: The Gender of the Survey Respondents

Variables		Categories of Respondents					
		Trainees		TVET institute		Industries	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Sex	Male	61	48.6	7	77.8	55	56
	Female	65	51.4	2	22.2	42	44
Total		126	100	9	100	97	100

Source: Researcher's compilation

Among one hundred twenty six trainees, sixty one (48.6%) were male while sixty five (51.4%) were female. Even though the number of females was greater than the number of males due to the industry behavior, the gender distribution of the respondents (trainees) was almost balanced. There were nine respondents in the training institute. Of which, seven (77.78%) were males and the rest two (22.22%) were females. Among ninety seven industry respondents, fifty five (56%) were male and forty two (44%) were female. The gender balance was good.

Totally, there were two hundred twenty three survey respondents. Of which, one hundred twenty three (53%) were male and the rest one hundred nine (47%) were female. This shows that there was balanced gender distribution in this sample survey.

4.2: Age of Trainees

Age of Trainees			
		Frequency	Percent
Valid	15-20	82	65.1
	21-25	39	31.0
	30>	5	4.0
	Total	126	100.0

Source: Researcher's compilation

As shown in Table 4.2., 65% of the trainee respondents' age was between 15 and 20, 31% between 21 and 25, and 4% greater than 30. Since 96.1% of the trainees were at the age between 15.25, they were at a good age to accept the required TVET delivery.

4.3: Programs, Departments, Levels, and Specializations of Trainees

Respondent	Variables			F	Percentage
	Program	Regular		112	88.9
		Extension		14	11.1
	Departments	Room Division		45	35.7
		Food & Beverage		43	34.1
		Tourism		38	30.2

Trainees	Levels	Level 3	50	39.7
		Level 4	42	33.3
		Level 5	20	15.9
		Degree	14	11.1
Total			126	100
Industry	Specializations	F&B	17	17.5
		FO	15	15.5
		HK	18	18.6
		TMM	10	10.3
		TOM	6	6.2
		Industry Trainer	26	26.8
		Supervisor	5	5.1
Total			97	100
Training Institution	Responsibility/ position	Trainer	5	55.5
		In institute Supervisor	2	22.2
		CT supervisor	2	22.2
Total			9	100

Source: Researcher's compilation

As shown in the Table 4.3, 88.9% of the trainees were regular while the rest 11.1% were extension program trainees. Regarding their divisions, 35.5% were at room division, 34.1% were at F&B division, the rest 30.2% were at tourism division. Looking at the distribution of trainees in levels, 39.7% were Level 3 whereas 33.3% were Level 4, 15.9% were Level 5 and the rest 11.1% were degree program. This shows that the trainees that respond the instrument items were from all programs, departments, and levels. The number of trainees in regular program was much greater than that of extension program. Regarding the division, between the three divisions was almost balance. The number of trainees in Levels 3 and 4 was much greater compared to Level 5 and degree level.

The above table also shows that 17.5% of the industry respondents were from F&B, 15.5% were from FO, 18.6 % were from HK, 10.3% were from TMM, 6.2% from TOM, 26.8% were from industry trainers and the rest 5.1% were from industry supervisors. The numbers of respondents in the three departments of hotel sector were almost balanced. The number of respondents in tourism marketing management was greater than that of tourism operation management. Considering the non-managerial industry participants, the number of trainers in the industry was much more than that of industry supervisors.

The table also shows that 55.5% of the TVET institution respondents were trainers, 22.2% were in-institute supervisors and the rest 22.2% were CT supervisors. This shows that the number of institute trainers much greater than that of institute supervisor.

4.4: Age, Work Experience and Academic Qualifications of TVET Institute and Industry Respondents

Variables		Categories of Respondents			
		TVET institute		Industries	
		Frequency	Percentage	Frequency	Percentage
Age	20-30	2	22.2	26	26.8
	31-40	2	22.2	35	36.1
	41-50	4	44.4	27	27.8
	>50	1	11.1	9	9.3
Total		9	100	26	100
Experience in years	below 5	3	33.3	27	27.8
	5 to 10	3	33.3	36	37.1
	11 to 15	2	22.2	29	29.9
	above 15	1	11.1	5	2.2
	Total	9	100.0	97	100
Academic Qualification	Diploma	4	44.4	63	64.9
	Degree	3	33.3	29	30
	MA/MSc and above	2	22.2	5	5.1
	Total	9	100.0	97	100

Source: Researcher's compilation

As shown in Table 4.4, 70% of the TVET institute respondents' age was above 30 and 66.67% of them had an experience of greater than five years. Also, 55.55% of them had academic qualification of degree and above. This implies that they were matured in age, experienced in the area and qualified academically to be capable of responding to every item in the instrument.

This table also shows that, even though the academic qualifications of industry respondents was low (64.9 % of them had diploma and under), 73.2% of them were at the age greater than 30 and 72% of them had a work experience of greater than five years.

4.5: Interview Respondents by Gender

Respondents	Variable	Plan	Frequency	Percentage
5-Star Hotels GMs	Gender	M	1	50
		F	1	50
		Total	2	100
4-Star Hotels GMs	Gender	M	3	75
		F	1	25
		Total	4	100
Tour Companies GMs	Gender	M	1	50
		F	1	50
		Total	2	100
Room Division Head	Gender	M	1	100
		F	0	0
		Total	1	100
Food and Beverage Division Head	Gender	M	1	100
		F	0	0
		Total	1	100
Tourism Division Head	Gender	M	1	100
		F	0	0
		Total	1	100
Academic Dean	Gender	M	1	100
		F	0	0
		Total	1	100
Grand Total	Gender	M	9	75
		F	3	25
		Total	12	100

Source: Researcher's compilation

As shown in Table 4.5, the number of male in the industry interview respondents was 5 (62.5%) whereas the number of female was 3 (37.5%). This shows that the gender distribution in industry interview employees was not balanced. But in the training institute, the number of male employees was exclusively dominant over female. Generally, the number of employee was 9 (75%) while the number of female interviewee was 3 (25%). This shows that females representation in different position was low..

4.3. The Practices of CT

4.3.1. Practices of Cooperative Training at the Industries' Side

4.6: Descriptive Statistics on Cooperative Training at the Industries Side

Item		N	Mean	Std. Deviation	Weighted Mean
Willingness of industries to accept trainees for cooperative training.	Trainees	126	1.78	1.13	1.78
	The TVET Institution	9	1.67	1.00	1.67
	The Industry	97	2.85	1.47	2.56
	Total	232	2.22	1.38	2.00
Well-organized management to implement cooperative training.	Trainees	126	2.45	1.47	2.45
	The TVET Institution	9	2.56	1.51	2.56
	The Industry	97	3.29	1.41	3.12
	Total	232	2.81	1.50	2.71
Industries are committed to implement cooperative training as per the strategy.	Trainees	126	2.19	1.32	2.19
	The TVET Institution	9	2.00	1.22	2.00
	The Industry	97	3.15	1.39	2.99
	Total	232	2.59	1.43	2.39
Industries provide incentive for industrial trainers.	Trainees	126	1.71	0.98	1.71
	The TVET Institution	9	1.89	1.05	1.89
	The Industry	97	1.68	0.92	1.13
	Total	232	1.70	0.95	1.58
Industries have cooperative training agreement with CTTI.	Trainees	126	4.63	0.81	4.63
	The TVET Institution	9	4.67	0.71	4.67
	The Industry	97	4.59	0.90	4.57
	Total	232	4.61	0.84	4.62
Industries provide facilities to let trainees practice based on the training plan.	Trainees	126	2.02	1.32	2.02
	The TVET Institution	9	2.22	1.48	2.22
	The Industry	97	2.02	1.32	1.52
	Total	232	2.03	1.32	1.92
Industries provide relevant work to trainees to help them	Trainees	126	2.18	1.49	2.18
	The TVET Institution	9	2.00	1.50	2.00

Item		N	Mean	Std. Deviation	Weighted Mean
practice.	The Industry	97	2.16	1.49	1.65
	Total	232	2.17	1.49	1.94
Industries assign relevant mentors who train and supervise trainees.	Trainees	126	3.52	1.41	3.52
	The TVET Institution	9	3.56	1.51	3.56
	The Industry	97	3.53	1.40	3.40
	Total	232	3.52	1.40	3.49
Industries provide materials that well match the training module.	Trainees	126	2.60	1.49	2.60
	The TVET Institution	9	2.33	1.58	2.33
	The Industry	97	2.62	1.49	2.30
	Total	232	2.59	1.49	2.41
Industry trainers have enough knowledge to train trainees.	Trainees	126	2.68	1.53	2.68
	The TVET Institution	9	2.89	1.45	2.89
	The Industry	97	2.66	1.53	2.32
	Total	232	2.68	1.52	2.63
Industry trainers have enough practical skills to train trainees.	Trainees	126	3.44	1.39	3.44
	The TVET Institution	9	3.33	1.58	3.33
	The Industry	97	3.39	1.48	3.19
	Total	232	3.42	1.43	3.32
Industry trainers use trainees' record book for evaluation.	Trainees	126	3.46	1.36	3.46
	The TVET Institution	9	3.56	1.33	3.56
	The Industry	97	3.46	1.37	3.31
	Total	232	3.47	1.36	3.44
Industry trainers use trainees' record book for evaluation.	Trainees	126	3.47	1.37	3.47
	The TVET Institution	9	3.56	1.33	3.56
	The Industry	97	3.46	1.37	3.31
	Total	232	3.47	1.36	3.44
Industry trainers provide feedback to trainees.	Trainees	126	3.57	1.35	3.57
	The TVET Institution	9	3.33	1.58	3.33
	The Industry	97	3.57	1.35	3.43
	Total	232	3.56	1.35	3.45
Industry staffs have good willingness to help trainees obtain better skills and experiences.	Trainees	126	2.87	1.51	2.87
	The TVET Institution	9	2.89	1.45	2.89
	The Industry	97	2.82	1.51	2.53
	Total	232	2.85	1.50	2.76
Industry trainers follow units of competencies during mentoring.	Trainees	126	2.63	1.55	2.63
	The TVET Institution	9	2.56	1.51	2.56
	The Industry	97	2.67	1.55	2.31
	Total	232	2.65	1.54	2.50
Industry trainers are well-motivated to perform tasks and duties on time.	Trainees	126	3.11	1.47	3.11
	The TVET Institution	9	3.22	1.56	3.22
	The Industry	97	3.12	1.47	2.90
	Total	232	3.12	1.46	3.08

Item		N	Mean	Std. Deviation	Weighted Mean
The cooperative training placement is based on the occupation that trainees learn in the Catering and Tourism Training Institute.	Trainees	126	1.85	1.23	1.85
	The TVET Institution	9	1.56	1.01	1.56
	The Industry	97	1.87	1.25	1.29
	Total	232	1.84	1.22	1.56
There is compatibility between the number of trainees and capacities of companies to absorb them.	Trainees	126	3.52	1.32	3.52
	The TVET Institution	9	3.33	1.58	3.33
	The Industry	97	3.52	1.32	3.38
	Total	232	3.51	1.33	3.41
The time allotted for cooperative training is sufficient to acquire the required practical skills.	Trainees	126	1.49	0.99	1.49
	The TVET Institution	9	1.22	0.44	1.22
	The Industry	97	1.49	0.99	0.77
	Total	232	1.48	0.97	1.16
In the industry, trainees are rotated to various work stations to help them get different experiences and skills.	Trainees	126	1.87	1.07	1.87
	The TVET Institution	9	1.89	1.05	1.89
	The Industry	97	1.97	1.13	1.53
	Total	232	1.91	1.09	1.76
There is continuous flow of information about practical skill progress between Catering and Tourism Training Institute and the industries.	Trainees	126	2.41	1.45	2.41
	The TVET Institution	9	2.56	1.51	2.56
	The Industry	97	2.42	1.45	2.05
	Total	232	2.42	1.45	2.34
There are clear criteria set to evaluate trainees during cooperative training.	Trainees	126	2.52	1.24	2.52
	The TVET Institution	9	2.22	1.09	2.22
	The Industry	97	2.51	1.23	2.22
	Total	232	2.50	1.23	2.32
Overall practices of Cooperative Training at Industries	Trainees	126	1.78	0.56	2.65
	The TVET Institution	9	2.94	0.09	2.62
	The Industry	97	3.80	0.65	2.45
	Total	232	2.67	1.15	2.58

Source: Researcher's compilation

WM < 1.80 = Strongly Disagree

WM 1.80-2.59 = Disagree

WM 2.60-3.39 = Undecided

WM 3.40-4.19 = agree

WM 4.2-5.00 Strongly Disagree

As Table 4.6 shows, provision of incentives for industry trainers, the sufficiency of time allotted for CT to deliver the required skills for the trainees, rotation of trainees to various work stations to help them get different experiences and skills, and placement of trainees for CT based on the occupation that they enrolled in the institution had weighted mean value of 1.58, 1.16, 1.76, and

1.56 respectively. Since the values are less than 1.80, they fell in the interval of strongly disagreed that the respondents believed as the practices of these items in the industry was poor.

The table also shows that the weighted mean of willingness of industries to accept trainees for cooperative training, commitment of industries to implement CT as per the strategy, the provision of facilities to let the trainees practice as per the training plan, the provision of relevant work for trainees to help the practice, the provision of materials that well match to the training module, following units of competencies during mentoring, the continuous flow of information about practical skill progress of trainees between industries and the institution and the availability of clear criteria to evaluate trainees during cooperative training was 2.00, 2.39, 1.92, 1.94, 2.41, 2.50, 2.34, and 2.32 respectively. These value fell under the interval of disagree. This tells us that the respondents' disagreement on the practice of these items in the industries is in accordance with the requirement of CT.

Again this table shows us the weighted mean of the knowledge of trainers to train trainees, the capacity of trainers' practical skills to train trainees well, willingness of staffs to help trainees obtain better skills and experiences, motivation of trainers to perform tasks and duties on time and well-organized management to implement cooperative training was 2.63, 3.32, 2.76, 3.08 and 2.71 respectively. Since these values fell on undecided, the respondents think that the industry practiced these items as not bad not good.

Not only these items, the table also depicted the analysis of items such as the assignment relevant mentors who train and supervise trainees, the usage of trainees' record book for evaluation, the provision of feedback to trainees during CT and the compatibility between the number of trainees and capacities of industries to absorb them with the weighted mean value of 3.49, 3.44, 3.45, and 3.41 respectively. Since the values of these items fell in the interval of agree, the respondents think that the practice of these items in the industry was in well manner.

The only item with weighted mean value of 4.62 fell in the interval strongly agree was the availability of cooperative training agreement (MoU) with CTTI. This shows that respondents assured the availability of MoU confidently.

The overall weighted mean of practices of CT at the industry side was 2.58 which fell in the interval 1.80 - 2.59 which represents disagreement. This show that the respondents believed that overall implementation of CT at the industry was not as expected.

4.7: One Side ANOVA Test on Practices of CT at Industries Side

ANOVA					
Practices of Cooperative Training at the Industry Side					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	224.754	2	112.377	319.062	0.000
Within Groups	80.656	229	0.352		
Total	305.410	231			

Source: Researcher's compilation

The one side ANOVA test showed in Table 4.8 that the P-value of practices of CT at the industry side is 0.000 which was less than 0.05. This implies that there was opinion difference among the group of respondents regarding to the practices of CT at the industry side.

4.8: Scheffe Test on Practices of CT at Industries Side

Multiple Comparisons							
Dependent Variable:							
(I) Respondent Group			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Scheffe	Trainees	The TVET Institution	-1.16402*	0.20477	0.000	-1.6685	-0.6595
		The Industry	-2.02189*	0.08016	0.000	-2.2194	-1.8244
	The TVET Institution	Trainees	1.16402*	0.20477	0.000	0.6595	1.6685
		The Industry	-.85787*	0.20680	0.000	-1.3674	-0.3483

*. The mean difference is significant at the 0.05 level.

Source: Researcher's compilation

As the results of Scheffe test analysis show in Table 4.9, the P-values between the three groups of respondents were 0.000. This indicates that there was an opinion difference among the three group of respondents concerning to the practices of CT at the industry side.

4.3.2. Practices of CT at the TVET Institute Side

4.9: Descriptive Statistics on Practices of CT at Institute Side

Item		N	Mean	Std. Deviation	Weighted Mean
CTTI assigns trainees to industry training based on occupational standards and units of competency.	Trainees	126	2.61	1.475	2.61
	The TVET Institute	9	2.78	1.716	3.33
	The Industry	97	2.90	1.571	2.90
	Total	232	2.74	1.525	2.95
The cooperative training placement is done based on the occupation that trainees specialize.	Trainees	126	2.08	1.256	2.08
	The TVET Institute	9	3.22	1.563	3.78
	The Industry	97	2.41	1.367	2.41
	Total	232	2.26	1.334	2.76
CTTI gives trainees adequate orientation about occupational standards in each field of occupation.	Trainees	126	2.19	1.325	2.19
	The TVET Institute	9	2.44	1.509	3.00
	The Industry	97	3.15	1.387	3.15
	Total	232	2.60	1.432	2.78
CTTI gives trainees adequate orientation on their duties and responsibilities during cooperative training.	Trainees	126	2.37	1.446	2.37
	The TVET Institute	9	3.00	1.732	3.56
	The Industry	97	2.36	1.423	2.36
	Total	232	2.39	1.446	2.78
The theories given in the Catering and Tourism Training Institute is integrated with practical training given in the industry during cooperative training.	Trainees	126	1.52	1.010	1.52
	The TVET Institute	9	1.33	0.500	1.89
	The Industry	97	1.76	0.998	1.76
	Total	232	1.62	0.995	1.73
Cooperative training supervisors at CTTI are well-motivated to perform their task and duties on time.	Trainees	126	2.17	1.363	2.17
	The TVET Institute	9	2.67	1.581	3.22
	The Industry	97	2.42	1.391	2.42
	Total	232	2.30	1.384	2.61

Item		N	Mean	Std. Deviation	Weighted Mean
Vocational councilors are placed at Catering and Tourism Training Institute to coordinate the cooperative training.	Trainees	126	1.49	0.978	1.49
	The TVET Institute	9	3.00	1.581	3.56
	The Industry	97	2.09	1.331	2.09
	Total	232	1.80	1.218	2.86
Vocational councilor provides counseling service with regard to cooperative training.	Trainees	126	2.64	1.156	2.64
	The TVET Institute	9	2.11	1.269	2.67
	The Industry	97	3.27	1.447	3.27
	Total	232	2.88	1.329	2.86
CTTI uses clear criteria to evaluate trainees during practical training.	Trainees	126	3.44	1.348	3.44
	The TVET Institute	9	3.78	1.394	4.33
	The Industry	97	2.84	1.484	2.84
	Total	232	3.20	1.438	3.54
The responsible bodies from Catering and Tourism Training Institute regularly visit the CT site to check whether trainees' activities are according to the CT requirements.	Trainees	126	1.52	0.910	1.52
	The TVET Institute	9	2.56	1.424	3.11
	The Industry	97	2.21	1.428	2.21
	Total	232	1.84	1.225	2.28
Overall Practices of Cooperative Training at the TVET Institute	Trainees	126	2.17	1.11	2.20
	The TVET Institute	9	2.72	1.37	3.24
	The Industry	97	2.46	1.32	2.54
	Total	232	2.31	1.22	2.66

Source: Researcher's compilation

WM<1.80 =Strongly Disagree

WM 1.80-2.59 = Disagree

WM 2.60-3.39 = Undecided

WM 3.40-4.19 = agree

WM 4.2-5.00 Strongly Disagree

The above table shows that the integration between the theory and practical training had a weighted mean of 1.73 and fell under the interval strongly disagree. This implies that the respondents believed that the practice of this item was very poor.

The regular visit of CT sites by CT supervisor to check the undergoing training performance was 2.28 as per CT requirement which fell under the interval disagreement. This implies that the respondents believed that the institute practiced this item poorly.

The table also shows that assignment of trainees based on the occupational standards and unit of competencies, placement of trainees for CT based on the occupations that they specialized, the provision of adequate orientation about occupational standards and also about duties and responsibilities during CT, Motivation of CTTI's CT supervisors to perform their tasks and duties on time, availability of vocational councilor at CTTI to coordinate the CT, the provisions of counseling service with regard to CT by vocational councilors and the visit of responsible bodies from CTTI to check whether the training activity goes according to CT requirement had a weight mean between 2.95, 2.76, 2.78, 2.78, 2.61, 2.86, 2.86 and 2.28 respectively. This fell in the interval 1.60-3.39, undecided. This implies that the opinion of respondents regarding to these items was moderate.

The provision of clear criteria by the institute to evaluate trainees during practical training was the only item that had the weight mean value greater than 3.39 (3.54) fell in the interval agree. This shows that the respondents agree on the implementation setting clear criteria used for evaluating trainings during practical training.

The overall weighted mean of practices of CT at the institute side was 2.66 which fell in the interval 1.60 - 3.39 that represent undecided. This shows that the practice of CT at the industries side is neither bad nor good.

4.10: One Side ANOVA Test on Practices of CT at Institute Side

ANOVA					
Practices of CT at the TVET Institute side					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.386	2	3.193	2.171	0.116
Within Groups	336.869	229	1.471		
Total	343.256	231			

Source: Researcher's compilation

Table 4.10 shows that the P-value of the one side ANOVA test on practices of CT at the institute side was 0.116 which is greater than 0.05. This value shows that there was no opinion difference among the groups' respondents regarding to the practices of CT at the institute side.

4.4. Involvement of Industries on CT

4.4.1. Involvement of Industries on planning stage

4.11: Descriptive Statistics on Involvement Industries on planning of CT

Industries:		N	Mean	Std. Deviation	Weighted Mean
participate in cooperative training planning	TVET Institute	9	3.00	1.41	3.00
	Industries	97	3.23	1.43	3.23
	Total	106	3.21	1.42	3.11
participate on preparation of curriculum	TVET Institute	9	4.00	1.32	4.00
	Industries	97	3.48	1.45	3.48
	Total	106	3.53	1.44	3.74
involve in the development of occupational standards	TVET Institute	9	3.78	1.48	3.78
	Industries	97	3.68	1.28	3.68
	Total	106	3.69	1.29	3.73
involve in module development	TVET Institute	9	4.22	1.09	4.22
	Industries	97	4.23	1.01	4.23
	Total	106	4.23	1.01	4.22
participate in setting cooperative training development of delivery mechanisms	TVET Institute	9	3.89	1.45	3.89
	Industries	97	3.55	1.44	3.55
	Total	106	3.58	1.44	3.72
involve in setting rules and regulations regarding CT (CT guideline)	TVET Institute	9	3.78	1.48	3.78
	Industries	97	3.11	1.46	3.11
	Total	106	3.17	1.46	3.45
Overall involvement of industries on planning stage	TVET Institute	9	3.78	1.32	3.78
	Industries	97	3.55	1.30	3.55
	Total	106	3.57	1.30	3.66

Source: Researcher's compilation

WM<1.80 =To a large extent

WM 1.80-2.59 = To some extent

WM 1.60-3.39 = Not sure

WM 3.40-4.19 = To a limited extent

WM 4.2-5.00 =Not at all

Table 4.11 shows that the participation of industries on cooperative training planning had a weight mean of 3.11 and fell in the interval not sure. This implies that the respondents believe as the involvement of industries on planning was neither good nor bad.

The table also reveals that participation of industries on preparation of curriculum, participation of industries on the development of occupational standards, participation of industries in setting cooperative training development of delivery mechanisms and involvement in setting rules and regulations regarding CT (CT guideline) had a weighted mean of 3.74, 3.73, 3.72 and 3.45 respectively. Since these values fell in the interval, to a limited extent, the respondents think that their involvement was very low.

As this table shows, the only item with a weight mean of 4.22 that fell in the interval not at all was involvement of industries in module development. This reveals that the respondents assured that there was no involvement of industries in module development.

The overall weighed mean of involvement industries on planning stage was 3.66 which fell in the interval 3.40-4.19. This implied that the overall involvement of industries on planning was to a limited extent. This implies that the respondents believe as the involvement of industries in planning was very low. Both the respondents groups of the interviewees also supported that the involvement of industries on planning stage of CT was not as expected.

4.12: One Side ANOVA Test on involvements of industries on CT panning

ANOVA					
Involvement of Industries on CT Planning					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.441	1	0.441	0.261	0.611
Within Groups	175.930	104	1.692		
Total	176.371	105			

Source: Researcher’s compilation

Table 4.12 shows that the P-value of the one side ANOVA test on involvement of industries on planning CT was 0.611 which is greater than 0.05. This value shows that there was no opinion difference among the groups’ respondents regarding the involvement of industries in planning CT.

4.4.2. The involvements Industries on Implementation Stage of CT

4.13: Descriptive Statistics on Involvement Industries on Implementation of CT

Industries:		N	Mean	Std. Deviation	Weighted Mean
Involve in assigning the appropriate number of trainees for cooperative training	Trainees	126	2.64	1.19	2.64
	TVET institute	9	3.11	1.17	3.11
	Industries	97	3.39	1.43	3.39
	Total	232	2.97	1.34	3.05
Involve in providing necessary input by financing the cooperative training	Trainees	126	3.04	1.32	3.05
	TVET institute	9	3.22	1.30	3.22
	Industries	97	2.46	1.46	2.46
	Total	232	2.81	1.40	2.91
Involve in providing necessary materials and equipment's for cooperative training	Trainees	126	3.21	1.43	3.21
	TVET institute	9	3.56	1.01	3.56
	Industries	97	2.43	1.51	2.43
	Total	232	2.90	1.50	3.07
Involve in cooperative training by assigning competent supervisors	Trainees	126	3.06	1.52	3.06
	TVET institute	9	3.22	1.56	3.22
	Industries	97	2.65	1.43	2.65
	Total	232	2.90	1.49	2.98
Involve in cooperative training by assigning competent industry trainers	Trainees	126	2.71	1.41	2.71
	TVET institute	9	2.78	1.20	2.78
	Industries	97	2.49	1.44	2.49
	Total	232	2.63	1.41	2.66
Overall involvement of industries on Implementation stage	Trainees	126	2.93	1.33	2.93
	TVET institute	9	3.18	1.20	3.18
	Industries	97	2.69	1.42	2.69
	Total	232	2.84	1.36	2.93

Source: Researcher's compilation

WM<1.80 =To a large extent

WM 1.80-2.59 = To some extent

WM 2.60-3.39 = Not sure

WM 3.40-4.19 = To a limited extent

WM 4.2-5.00 =Not at all

As the data analysis depicted in Table 4.13, involvement of industries on accepting appropriate number of trainees for CT, providing necessary input y financing the CT, provision of necessary materials and equipment for the CT, assigning competent supervisors for CT, and assigning competent industry trainers have a weighted mean value of 3.05, 2.91, 3.07, 2.98 and 2.66 respectively. This shows that all items of involvement on implementation stage were fell in the

interval not sure. This means that respondents think that the involvement of industries on these items was moderate.

The overall weighed mean of involvement industries on implementation stage of was 2.93 which fell in the interval 1.60-3.39. This implied that the overall involvement of industries on implementation of Cooperative Training was moderate.

4.14: One Side ANOVA Test on involvements of industries on implementing CT

ANOVA					
Involvement of Industries on Implementation of CT					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.445	2	2.222	1.196	0.304
Within Groups	425.454	229	1.858		
Total	429.899	231			

Source: Researcher's compilation

Table 4.14 shows that the P-value of the one side ANOVA test on involvement of industries on implementation of CT was 0.304 which is greater than 0.05. This value shows that there was no opinion difference among the groups' respondents regarding to the involvement of industries on implementing CT.

4.4.3. Involvement of Industries on Evaluation Stage of CT

4.15: Descriptive Statistics on Involvement Industries on Evaluation of CT

Industries:		N	Mean	Std. Deviation	Weighted Mean
involve in evaluating the competency of trainees	Trainees	126	2.67	1.453	2.67
	TVET Institute	9	2.78	1.716	2.78
	Industries	97	1.99	1.237	1.99
	Total	232	2.39	1.413	2.48
involve in evaluating cooperative training performance	Trainees	126	2.74	1.097	2.74
	TVET Institute	9	2.67	1.225	2.67
	Industries	97	2.28	1.367	2.28
	Total	232	2.54	1.237	2.56
involve in monitoring the students' record periodically to review students' progress	Trainees	126	3.39	1.362	3.39
	TVET Institute	9	3.44	1.667	3.44
	Industries	97	2.31	1.395	2.31
	Total	232	2.94	1.482	3.05
involve in daily observation and give feedback to trainees	Trainees	126	3.56	1.400	3.56
	TVET Institute	9	2.67	1.414	2.67
	Industries	97	2.66	1.485	2.66
	Total	232	3.15	1.499	2.96
involve in TVET quantity assurance	Trainees	126	2.72	0.734	2.72
	TVET Institute	9	3.56	1.333	3.56
	Industries	97	3.49	1.370	3.49
	Total	232	3.08	1.133	3.26
Overall involvement of industries on Evaluation stage	Trainees	126	3.01	1.14	3.01
	TVET Institute	9	3.02	1.39	3.02
	Industries	97	2.55	1.30	3.55
	Total	232	2.82	1.24	2.86

Source: Researcher's compilation

WM<1.79 =To a large extent

WM 1.80-2.59 = To some extent

WM 2.60-3.39 = Not sure

WM 3.40-4.19 = To a limited extent

WM 4.2-5.00 =Not at all

The data analysis shown in the Table 4.16, the weighted mean of involvement of industries on evaluating the competency of trainees and evaluating CT performance was 2.48 and 2.56 respectively. This fell in the interval to some extent. The respondents think that the involvement of industries on these items was good.

This table also shows us that the weighted mean of the involvement of industries on monitoring trainees' record periodically to review progress, daily observation trainees and giving feedback to trainees, and TVET quality assurance was 3.05, 2.95 and 3.26 respectively. This fell in the

interval, not sure. This shows that the respondents believed that the involvement of industries on these items was moderate.

The overall weighed mean of involvement industries on evaluation stage was 2.86 which fell in the interval 1.60-3.39. This implied that the overall involvement of industries on implementation stage was not sure. There is still gap on evaluation of CT.

According to interviewee, the involvement of industries on evaluation was weak. This caused not to have common standard criteria for evaluating trainees during Cooperative training.

4.16: One Side ANOVA Test on Involvement of Industries on Evaluation of CT

ANOVA					
Involvement of Industries on Evaluation of CT					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12.385	2	6.193	4.165	0.017
Within Groups	340.491	229	1.487		
Total	352.877	231			

Source: Researcher’s compilation

Table 4.16 shows that the P-value of the one side ANOVA test on involvement of industries on implementation of CT was 0.017 which is less than 0.05. This value shows that there was opinion difference among the groups’ respondents regarding to the involvement of industries on monitoring and evaluation of CT. As the results of Scheffe test analysis shown in table 4.18, the P-values between the trainees and industries respondents was 0.019. This indicates that there was an opinion difference among these group of respondents concerning the involvement of industries on monitoring and evaluation of CT.

4.17: Scheffe Test on Moniroring and Evaluation of CT

Multiple Comparisons

Dependent Variable:						
Scheffe						
(I) respondent group		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Trainees	TVET Institute	-0.00794	0.42072	1.000	-1.0445	1.0287
	Industries	.46789*	0.16471	0.019	0.0621	0.8737
TVET Institute	Trainees	0.00794	0.42072	1.000	-1.0287	1.0445
	Industries	0.47583	0.42489	0.535	-0.5710	1.5227

*. The mean difference is significant at the 0.05 level.

Source: Researcher's compilation

4.5. Challenges encountered while applying cooperative training at CTTI

4.18: Descriptive Statistics on Challenges of CT

Items		N	Mean	Std. Deviation	Weighted Mean
Lack financial resources	TVET	9	2.56	1.22	2.56
	Industries	97	2.57	0.97	2.57
	Total	106	2.57	1.08	2.57
Lack of strong and well organized management	TVET	9	3.00	1.51	3.00
	Industries	97	3.21	1.51	3.21
	Total	106	2.07	1.67	2.07
Lack of commitment	Trainees	126	2.23	1.25	2.23
	TVET	9	2.11	1.27	2.00
	Industries	97	2.72	1.46	3.25
	Total	232	2.43	1.36	2.49
Lack of incentive for industrial trainers	TVET	9	2.33	1.22	2.56
	Industries	97	2.38	1.34	3.04
	Total	106	1.09	1.49	2.80
Lack of integration between the theory given in CTTI and practical skill given in the enterprise	Trainees	126	2.28	1.38	2.28
	TVET	9	1.78	1.09	1.89
	Industries	97	2.35	1.33	2.97
	Total	232	2.29	1.35	2.38
Improper assignment of trainees in practical training	Trainees	126	1.40	0.74	1.40
	TVET	9	1.22	0.44	1.56
	Industries	97	2.43	1.23	2.97
	Total	232	1.83	1.10	1.98
Lack of supervision on practical training	Trainees	126	2.30	1.13	2.30
	TVET	9	2.44	1.42	2.56
	Industries	97	2.08	1.12	2.90
	Total	232	2.22	1.14	2.58
Underestimating the benefit of cooperative training	TVET	9	2.78	0.73	1.78
	Industries	97	3.73	1.20	3.73

Items		N	Mean	Std. Deviation	Weighted Mean
	Total	106	2.76	1.59	2.76
Absence of training agreement	Trainees	126	3.29	1.29	3.29
	TVET	9	3.44	1.24	4.00
	Industries	97	3.70	1.23	3.90
	Total	232	3.47	1.27	3.73
Absence of appropriate criteria to select cooperative training offerings companies	TVET	9	3.89	1.27	4.11
	Industries	97	3.86	1.26	3.86
	Total	106	3.99	2.01	3.99
Lack of appropriate materials for practical training in the training institute	Trainees	126	1.86	0.69	1.86
	TVET	9	2.33	1.22	2.89
	Industries	97	2.55	1.19	3.09
	Total	232	2.16	1.01	2.61
Mismatch the number of trainees and capacities of companies to absorb them	Trainees	126	2.37	1.17	2.37
	TVET	9	2.89	1.45	3.22
	Industries	97	3.31	1.32	3.64
	Total	232	2.78	1.32	3.08
Inadequacy of the time allotted to practical training of trainees	Trainees	126	1.29	0.58	1.29
	TVET	9	1.56	0.73	1.89
	Industries	97	1.73	0.93	2.59
	Total	232	1.48	0.78	1.92
Assigning incapable supervisor to practical training	Trainees	126	2.44	1.07	2.44
	TVET	9	3.11	1.36	2.78
	Industries	97	3.01	1.19	3.42
	Total	232	2.70	1.16	2.88
Limitation of the institute superiors visiting to trainees	Trainees	126	2.33	1.14	2.33
	TVET	9	3.22	1.56	3.56
	Industries	97	3.64	1.17	3.81
	Total	232	2.91	1.33	3.23
Availability of uncovered competency	Trainees	126	2.67	1.27	2.67
	TVET	9	3.33	1.50	3.67
	Industries	97	2.68	1.30	3.19
	Total	232	2.70	1.29	3.17
Lack of similarity of activities during practical training with the activities in the world of work	Trainees	126	2.14	1.06	2.14
	TVET	9	2.56	1.51	2.44
	Industries	97	2.33	1.31	2.96
	Total	232	2.24	1.19	2.51
Lack of subject matter knowledge of the trainers	Trainees	126	2.63	1.28	2.63
	TVET	9	2.22	1.48	2.00
	Industries	97	2.26	1.29	2.92
	Total	232	2.46	1.30	2.51
Lack of pedagogical knowledge of the	Trainees	126	2.47	1.41	2.47

Items		N	Mean	Std. Deviation	Weighted Mean
trainers	TVET	9	2.67	1.50	2.22
	Industries	97	3.03	1.40	3.46
	Total	232	2.71	1.43	2.72
Overall Challenges of CT	Trainees	126	2.26	1.05	1.67
	TVET	9	2.49	1.14	2.65
	Industries	97	2.68	1.18	3.21
	Total	232	2.45	1.12	2.51

Source: Researcher's compilation

WM<1.80 =To a large extent

WM 1.80-2.59 = To some extent

WM 2.60-3.39 = Not sure

WM 3.40-4.19 = To a limited extent

WM 4.2-5.00 =Not at all

The data analysis depicted in Table 4.18 shows that the weighted mean of lack of financial resources, lack of strong and well organized management, lack of commitment, lack of incentive for industry trainers, lack of integration between theory and practical training, improper assignment of trainees in practical training, lack of supervisor in practical training, inadequacy of time allotted for practical training, lack of similar activity during practical training and lack subject matter subject matter of trainers had 2.57, 2.07, 2.49, 2.80, 2.38, 1.98, 2.58, 1.92, 2.51 and respectively. These items fell in the interval to some extent. This implies that the respondents believed that these items highly challenged the CT.

This table also shows that the weighted mean of underestimating the benefit of CT, lack of appropriated material for practical training in CTTI, assigning incapable supervisor to practical training, limitation of institute supervisor visiting the training site, availability of uncovered covered competency and lack pedagogical knowledge was 2.78, 2.61, 3.08, 2.88, 3.23, 3.17, and 2.72 respectively. The value of these items fell in the interval not sure. This shows that respondents believed that these items challenge the CT partially.

This table again shows us that the weight mean of the absence of training agreement, and lack of incentives for industries training was 3.73 and 2.80 respectively. The values of these weighed mean fell in the interval to limited extent. This indicates that the respondents believed that these items challenged the cooperative training slightly.

The overall weighed mean of challenges of cooperative training was 2.51 which fell in the interval 1.80 -2.59. This implied that the overall challenges of Cooperative Training were to

some extent. This implies that the respondents believed that these items highly challenged the cooperative training.

4.19: ANOVA Test on Challenges of CT

ANOVA					
Challenges of CT at CTTI					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	44.072	2	22.036	22.226	0.000
Within Groups	227.042	229	0.991		
Total	271.114	231			

Source: Researcher's compilation

Table 4.19 shows that the P-value of the one side ANOVA test on challenges of CT was 0.000 which is less than 0.05. This value shows that there was opinion difference among the groups' respondents regarding CT challenges. As the results of Scheffe test analysis shown in Table 4.21, the P-values between the trainees and industries respondents was 0.000. This indicates that there was an opinion difference among these group of respondents concerning to the challenges of CT.

4.20 Scheffe Test on Challenges of CT

Multiple Comparisons						
Dependent Variable:						
Scheffe						
(I) group of respondent		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Trainees	TVET	-0.65205	0.34355	0.167	-1.4985	0.1944

	Institute					
	Industry	-.89055*	0.13450	0.000	-1.2219	-0.5592
TVET Institute	Trainees	0.65205	0.34355	0.167	-0.1944	1.4985
	Industry	-0.23850	0.34696	0.790	-1.0934	0.6164

*. The mean difference is significant at the 0.05 level.

Source: Researcher's compilation

4.6. Document analysis

4.6.1. The Analysis of Memorandum of Understanding (MoU)

4.21: Descriptive Statistics on MoU CT

		N	Mean	Std. Deviation	Weighed Mean
The memorandum of understanding (MoU) clearly specifies occupational areas and activities.	5 Star Hotel	8	2.38	1.06	2.38
	4 Star Hotel	15	2.60	1.06	2.60
	Tour Companies	10	2.50	0.85	2.50
	Total	33	2.52	0.97	2.49
The MoU includes commencement and duration of CT.	5 Star Hotel	8	2.75	1.04	2.75
	4 Star Hotel	15	2.40	1.24	2.40
	Tour Companies	10	2.40	0.97	2.40
	Total	33	2.48	1.09	2.52
The MoU includes the right and obligation of the two cooperating parties.	5 Star Hotel	8	3.00	1.31	3.00
	4 Star Hotel	15	2.53	1.13	2.53
	Tour Companies	10	2.60	1.07	2.60
	Total	33	2.67	1.14	2.71
The MoU incorporates conditions of termination.	5 Star Hotel	8	2.38	1.06	2.38
	4 Star Hotel	15	2.80	1.08	2.80
	Tour Companies	10	2.70	1.34	2.70
	Total	33	2.67	1.14	2.63
The MoU includes performance monitoring and evaluation system	5 Star Hotel	8	1.75	0.89	1.75
	4 Star Hotel	15	2.40	0.99	2.40
	Tour Companies	10	2.60	1.26	2.60
	Total	33	2.30	1.07	2.25
MoU	5 Star Hotel	8	2.45	1.03	2.45
	4 Star Hotel	15	2.55	1.06	2.55
	Tour Companies	10	2.56	1.07	2.56
	Total	33	2.53	1.02	2.52

Source: Researcher's compilation

WM<1.80 =Unsatisfactory
 WM 1.80-2.59 = Improvement Needed
 WM 2.60-3.39 = Meet expectation
 WM 3.40-4.19 = Very Good
 WM 4.2-5.00 =Excellent

Table 4.21 reveals that the weighted mean of MoU clearly specify the occupational areas and activities, inclusiveness of commencement and duration CT I MoU, and inclusiveness of performance monitoring and evaluation system in MoU were 2.49, 2.25 and 2.25 respectively. These values fell in the interval improvement needed. This implies that the respondents approved as these items of the MoU need improvement.

The table also shows that the weighted mean of the incorporation of the right and obligation of the two cooperating parties in the MoU, and also the incorporation of conditions for terminating the MoU were 2.71 and 2.63 respectively. This indicates that the items fell in the interval meet expectation. This means that respondents believe as these items of the MoU meet expectation.

The overall weighed mean of memorandum of understanding (MoU) between the TVET Institute and the Industries was 2.52 which fell in the interval 1.80 -2.59. This implied that the overall contents of MoU needed improvement.

The interview respondents also agreed that the MoU need to be improved in the area of clearly specifying occupational areas and activities, commencement and duration of CT and inability of containing performance monitoring and evaluation system.

4.22: ANOVA Test on Memorandum of CT

ANOVA					
Document analysis on MoU					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.064	2	0.032	0.029	0.972
Within Groups	33.521	30	1.117		
Total	33.585	32			

Source: Researcher's compilation

Table 4.24 shows that the P-value of the one side ANOVA test on the content of MoU was 0.972 which is greater than 0.05. This value shows that there was no difference in contents of contract agreement among the groups' contracting parties (the institute, 4 and 5 star hotels and tour companies) regarding the content of CT MoU.

4.6.2. Training Contract Agreement Document

4.23: Descriptive Statistics on Contract Agreement Document

		N	Mean	Std. Deviation	Weighed Mean
The availability of training Contract Agreement Document between Enterprise and Trainees	5 Star Hotels	8	1.7031	0.72253	2.13
	4 Star Hotels	15	1.6000	0.60908	2.00
	Tour Companies	10	1.6250	0.71443	2.83
	Total	33	1.6326	0.64947	2.32
The training contract document signed by the enterprise, the trainee and the trainees statutory representative	5 Star Hotels	8	1.13	0.354	1.75
	4 Star Hotels	15	1.07	0.258	1.53
	Tour Companies	10	1.10	0.316	2.47
	Total	33	1.09	0.292	1.92
The training contract document includes the condition under which the CT terminated	5 Star Hotels	8	1.63	0.744	2.25
	4 Star Hotels	15	1.60	0.737	2.13
	Tour Companies	10	1.50	0.707	2.50
	Total	33	1.58	0.708	2.29
The training contract document includes the length of probation period	5 Star Hotels	8	1.38	0.744	1.75
	4 Star Hotels	15	1.27	0.594	1.67
	Tour Companies	10	1.30	0.675	2.33
	Total	33	1.30	0.637	1.92
The training contract document includes the length normal daily hours of CT	5 Star Hotels	8	1.63	0.744	1.63
	4 Star Hotels	15	1.53	0.640	1.53
	Tour Companies	10	1.80	1.033	2.97
	Total	33	1.64	0.783	2.04
The training contract document includes commencement and duration of CT	5 Star Hotels	8	1.75	0.707	1.38
	4 Star Hotels	15	1.67	0.617	1.27
	Tour Companies	10	1.70	0.675	2.87
	Total	33	1.70	0.637	1.84
The training contract document includes occupational activities for which CT is to be provided	5 Star Hotels	8	2.25	1.035	1.63
	4 Star Hotels	15	2.13	0.915	1.60
	Tour Companies	10	2.10	0.994	2.60
	Total	33	2.15	0.939	1.94
The training contract document includes time table and purpose of CT	5 Star Hotels	8	1.75	0.707	1.13
	4 Star Hotels	15	1.53	0.640	1.07
	Tour Companies	10	1.60	0.699	3.20
	Total	33	1.61	0.659	1.80

		N	Mean	Std. Deviation	Weighed Mean
The training contract document contains training plan	5 Star Hotels	8	2.13	1.126	1.70
	4 Star Hotels	15	2.00	0.926	1.60
	Tour Companies	10	1.90	0.994	2.72
	Total	33	2.00	0.968	2.01

Source: Researcher's compilation

WM<1.8 =Unsatisfactory

WM 1.80-2.59 = Improvement Needed

WM 2.60-3.39 = Meet expectation

WM 3.40-4.19 = Very Good

WM 4.20 -5.00 = Excellent

Table 4.23 reveals that the weighted mean of the availability of training Contract Agreement Document between Enterprise and Trainees, the training contract document signed by the enterprise, the trainee and the trainees statutory representative, the training contract document includes the condition under which the CT terminated, the training contract document includes the length of probation period, the training contract document includes the length of normal daily hours of CT, the training contract document includes commencement and duration of CT, the training contract document includes occupational activities for which CT is to be provided, the training contract document includes time table and purpose of CT were 2.32, 1.92, 2.29, 1.92, 2.04, 1.84, 1.94 and 1.80 respectively. The value of these items fell in the interval improvement needed. The respondent believed that these items needed improvement.

The overall weighed mean about contract agreement document between the trainees and the Industries was 2.01 which fell in the interval 1.80 -2.59. This implied that the overall contents of contract agreement document needed improvement. As the interview respondents, there was a huge gap in the training contract agreement between industries and trainees.

4.24: ANOVA Test on Training Contract Agreement

ANOVA					
The training contract document signed by the enterprise, the trainee and the trainees statutory representative					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.019	2	0.009	0.105	0.901
Within Groups	2.708	30	0.090		
Total	2.727	32			

Source: Researcher's compilation

Table 4.24 shows that the P-value of the one side ANOVA test on contents of training contract agreement document was 0.901 which is greater than 0.05. This value shows that there was no difference on contents of contract agreement document among cooperating parties.

4.7. Comparisons of the Findings of this Paper with the Previous Researches Findings

According to Desalegn (2014), involvement of industries on preparation of Curriculum, setting rules and regulations (CT guide) and on the activity of planning was below average. The finding of this paper supports Desalegn's findings regarding to involvement of industries on preparation of curriculum and on setting rules and regulations (CT guide) being below average. But in contrast to Desalegn's finding, the finding of this study shows us the involvement on activities of planning was moderate.

Regarding to implementation of CT, Desalegh (2014) pointed out that assigning capable supervisors, assigning appropriate number of trainees, and provision of necessary input for CT and also the overall participation of industries on implementation of CT was moderate. The findings of this paper support Desalegn's findings on the above items of implementations of CT including the finding of overall implementation with a small difference in magnitude. Regarding involvement of industries on evaluation of CT, Desalegn's finding shows us evaluation of trainees performance and information exchanges regarding trainees performance during CT between industries, the TVET institute and the overall involvement on evaluation of CT were below average. But the finding of this study revealed that the above items performed moderately. Dessalegh's finding also shows us adequacy of time allotted for CT, capability of supervisors, limitation of supervisors visiting CT sites, availability of uncovered competencies, and similarities of training instruments between industries and TVET institutions had low effect on challenging the CT. In contrast, this finding shows us adequacy of time allotted for CT, capability of supervisors, and similarities of training instruments between industries and TVET institutions were significantly challenged the CT. but capability of supervisors, and limitation of supervisors visiting CT sites moderately challenged the CT.

According to Tola (2016), lack of financial resources, lack of well-organized management, lack of commitment, lack of integration, lack of incentive for industry trainers, improper assignment of trainees, trainees were properly supervised, absence of training agreement and underestimating the benefit of CT were significantly challenged the CT. The finding this

research support Tola's finding regarding lack of financial resources, lack of well-organized management, lack of commitment, improper assignment of trainees, and lack of supervision on practical training were significantly challenged the CT. But contrasting with the finding of Tola with regard to lack of incentives for industry trainers and underestimating the benefit of CT which challenged the CT moderately. This finding also contrasts the above finding with regard to the absence of training agreement which insignificantly challenge the CT.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. SUMMARY

The main purpose of this study was to investigate the practices and challenges of cooperative training at Catering and Tourism Training Institute (CTTI). The participants of the study were the TVET institute, trainees of the institute and industries. Doing this, the study answered the following questions.

1. How is cooperative training practiced at Catering and Tourism Training Institute (CTTI)?
2. To what extent do industries involve in planning, implementation, and monitoring and evaluation of cooperative training at CTTI?
3. What are the challenges encountered while applying the cooperative training at CTTI?

Descriptive methods were used to meet the objectives of the study. The data gathering instruments were survey questionnaires, one-to-one semi-structured face to face interview and MoU and training contract agreement documents. 158, nine and one 156 questionnaires were distributed to trainees, the TVET institute and the industries respectively. Of which, one hundred twenty six (79.75%), nine (100%) and ninety seven (62.18%) questionnaires properly filled and returned. This implies that the response rate of the survey questionnaires was 71.83%.

Finally, the data were collected using survey questionnaires, documents and interview analyzed using frequency, mean, standard deviation, weighted mean and median test. Whereas the data collected using interview were analyzed in narration.

Based on the analysis and interpretation of the data, the following major findings were dug out.

- ☞ 65% of the trainee respondents were aged between 15 and 20, 31% between 21- 25, and 4% were greater than 30.
- ☞ Among 126 trainees, 61 (48.6%) were males and 65 (51.4%) were females. Even though, the number of females greater than the number of males due to the industry behavior, the gender distribution of the respondents (trainees) was almost balanced.
- ☞ 88.9% of the trainees were regular and the rest 11.1% were extension program trainees of which, 35.5% were at room division, 34.1% were F&B division, the rest 30.2% were tourism division. Looking at the distribution of trainees in levels, 39.7% were level 3. 33.3% were level 4, 15.9% were level 5 and the rest 11.1% were degree program.
- ☞ There were nine respondents in the training institute of which seven (77.78%) were males and the rest two (22.22%) were females.
- ☞ 70% of the TVET institute respondents' age was above 30 and 66.67% of them had an experience of greater than five years. 55.55% of them had academic qualification of degree and above.
- ☞ 17.5% of the industry respondents were from F&B, 15.5% were from FO, 18.6 % were from HK, 10.3% were from TMM, 6.2% from TOM, 26.8% were from industry trainers and the rest 5.1% were from industry supervisors.
- ☞ Even though the academic qualifications of industry respondents was low (64.9 % of them had diploma and under), 73.2% of them were at the age greater than 30 and 72% of them had a work experience of greater than five years.

Regarding the practices of CT at industries' side, the practices of cooperative training at the industries side such as provision of incentives for industry trainers, the sufficiency of time

allotted for CT to deliver the required skills for the trainees, rotation of trainees to various work stations to help them get different experiences and skills, and placement of trainees for CT based on the occupation that they enrolled in the institution fell in the interval of strongly disagree that the respondents believed as the practices of these items in the industry was poor.

willingness of industries to accept trainees for cooperative training, commitment of industries to implement CT as per the strategy, the provision of facilities to let the trainees practice as per the training plan, the provision of relevant work for trainees to help the practice, the provision of materials that well match to the training module, following units of competencies during mentoring, the continuous flow of information about practical skill progress of trainees between industries and the institution and the availability of clear criteria to evaluate trainees during cooperative training fell under the interval of disagree. This told us that the respondents disagree that the practice of these items in the industries in was poor.

The knowledge of trainers to train trainees, the capacity of trainers' practical skills to train trainees well, willingness of staffs to help trainees obtain better skills and experiences, motivation of trainers to perform tasks and duties on time and well-organized management to implement cooperative training fell under the interval undecided, the respondents think that the industry practiced these items moderately.

Assignment of relevant mentors who train and supervise trainees, the usage of trainees' record book for evaluation, the provision of feedback to trainees during CT and the compatibility between the number of trainees and capacities of industries to absorb them were fell under the interval of agree, the respondent think that the practices of these items in the industry was in well manner.

The availability of cooperative training agreement (MoU) with CTTI was the only item fell under the interval strongly agrees. This shows that respondents assured the practices of the availability of MoU in the industries performed excellently.

The overall weighted mean of practices of CT at the industry side fell in the interval, disagreement. This shows us the respondents believed that the practices of CT at the industries side were very weak.

Regarding practices of CT at institute side, the integration between the theory and practical training fell under the interval strongly disagree. This implies that the respondents believed that the practice of this item was very poor.

The regular visit of CT sites by CT supervisor to check the undergoing training performance was as per CT requirement fell under the interval disagreement. This implies that the respondents believed that the institute practiced this item poorly.

Assignment of trainees based on the occupational standards and unit of competencies, placement of trainees for CT based on the occupations that they specialized, the provision of adequate orientation about occupational standards and also about duties and responsibilities during CT, Motivation of CTTI's CT supervisors to perform their tasks and duties on time, availability of vocational councilor at CTTI to coordinate the CT, the provisions of counseling service with regard to CT by vocational councilors and the visit of responsible bodies from CTTI to check whether the training activity goes according to CT requirement or not. This fell in the interval undecided. This implies that the opinion of respondents regarding to the practices of these items was moderately.

The provision of clear criteria by the institute to evaluate trainees during practical training was the only item that fell in the interval, agrees. This shows that the respondents agree on the practices of setting clear criteria used for evaluating trainings during practical training.

The overall weighted mean of practices of CT at the institute side fell under the interval, undecided. This shows that the practice of CT at the industries side was moderate.

Regarding the involvements of industries on CT planning, participation of industries on cooperative training planning had a weight mean fell under the interval not sure. This implies that the respondents believe as the involvement of industries on planning was moderate.

The weighted mean of Items such as the participation of industries on preparation of curriculum, participation of industries on the development of occupational standards, participation of industries in setting cooperative training delivery mechanisms and involvement in setting rules and regulations regarding CT (CT guideline) fell under the interval, to limited extent, the respondents think that these involvements were very low. The only item with a weight mean

value fell in the interval not at all was involvement of industries on module development. This reveals that the respondents assured us no involvement of industries on module development.

The overall weighed mean of involvement industries on planning stage fell under the interval to a limited extent. This implies that the respondents believe as the involvement of industries on planning was very low.

Regarding to involvement of industries on implementation of CT, items such as involvement of industries on assigning appropriate number of trainees for CT, providing necessary input y financing the CT, provision of necessary materials and equipment for the CT, assigning competent supervisors for CT, and assigning competent industry trainers have a weighted mean value fell under the interval not sure. This means that respondents think that the involvement of industries on these items was moderate.

The overall weighed mean of involvement industries on implementation stage fell in the interval not sure. This implied that the overall involvement of industries on implementation of Cooperative Training was moderate.

Regarding involvement of industries on monitoring and evaluation of CT, the weighted mean of involvement of industries on evaluating the competency of trainees and evaluating CT performance fell in the interval to some extent. The respondents think that the involvement of industries on these items was good. The value of the weighted mean of involvement of industries on monitoring trainees' record periodically to review progress, daily observation trainees and giving feedback to trainees, and TVET quality assurance fell in the interval, not sure. This shows us the respondents believed that the involvement of industries on these items was moderate.

The value of the overall weighed mean of involvement industries on evaluation stage was fallen in the interval not sure. This implied that the overall involvement of industries on implementation stage was moderate.

Regarding to challenges of cooperative training, the values weighted mean such as lack of financial resources, lack of strong and well organized management, lack of commitment, lack of incentive for industry trainers, lack of integration between theory and practical training, improper assignment of trainees in practical training, lack of supervisor in practical training, inadequacy of time allotted for practical training, lack of similar activity during practical training and lack

subject matter subject matter of trainers fell in the interval to some extent. This implies that the respondents believe that these items highly challenged the CT.

The values of weighted mean such as underestimating the benefit of CT, lack of appropriated material for practical training in CTTI, assigning incapable supervisor to practical training, limitation of institute supervisor visiting the training site, availability of uncovered covered competency and lack pedagogical knowledge fell in the interval not sure. This shows us respondents believed that these items challenge the CT moderately.

The values of the weighted mean such as absence of training agreement, and lack of incentives for industries training fell in the interval to limited extent. This indicates that the respondents believed that these items challenged the cooperative training slightly.

The value of overall weighed mean of challenges of cooperative training fell in the interval to some extent. This implies that the respondents believed that these items highly challenged the cooperative training.

Regarding the items related to memorandum of understanding, the values weighted mean of MoU clearly specify the occupational areas and activities, inclusiveness of commencement and duration CT I MoU, and inclusiveness of performance monitoring and evaluation system in MoU fell in the interval improvement needed. This implies that the respondents approve as these items of the MoU need improvement. The values of weighted mean of items such as incorporation of the right and obligation of the two cooperating parties in the MoU, and also the incorporation of conditions for terminating the MoU fell in the interval meet expectation. This means that respondents believe as these items of the MoU meet expectation.

The overall weighed mean of memorandum of understanding (MoU) between the TVET Institute and the Industries need improvement. This implied that the overall contents of MoU needed improvement. The rating content also shows that the MoU need to be improved in the area of clearly specifying occupational areas and activities, commencement and duration of CT and inability of containing performance monitoring and evaluation system.

☞ The interview respondents also agreed that the MoU need to be improved in the area of

- ☞ Clearly specifying occupational areas and activities,
- ☞ Commencement and duration of CT and
- ☞ Inability of containing performance monitoring and evaluation system.

Regarding the items related to the contract documents, the value of weighted mean of availability of training Contract Agreement Document between Enterprise and Trainees, the

training contract document signed by the enterprise, the trainee and the trainees statutory representative, the training contract document includes the condition under which the CT terminated, the training contract document includes the length of probation period, the training contract document includes the length normal daily hours of CT, the training contract document includes commencement and duration of CT, the training contract document includes occupational activities for which CT is to be provided, the training contract document includes time table and purpose of CT fell in the interval improvement needed. The content rating shows that these items needed improvement.

The value of the weighted mean of overall weighed mean about contract agreement document between the trainees and the industries fell in the interval needed improvement. As the interview respondents, there was a huge gap in the training contract agreement between industries and trainees.

- ☞ The interview respondent agreed that the huge gap on the content of training contract document.

5.2. CONCLUSION

Based on the findings, the following conclusions have been drawn.

5.2.1. Practice of CT at the Industries

There are observable lack of willingness to accept trainees, absence of providing incentives for the industry trainers, incapability in providing facilities as per strategy, lack of commitment to implement CT, improper placement of trainees, lack of rotating trainees to relevant work stations to enhance the needed practical skills, shortage of information regarding trainees' progress between industries and the training institute. The rest items were practiced averagely and beyond average.

5.2.2. The practices of CT at Institute side

There is lack of integration between the theory given in the TVET institute and the practical skill training given in the industries. There is also lack of regular visit of CT site by the training institute representatives. The rest items were practiced averagely and beyond average.

5.2.3. Involvement of Industries in the Planning of the CT

Industries were poorly involved on the preparation of curriculum, on the development of occupational standard, on setting rules and regulation regarding CT and on setting CT delivery mechanisms. But they were not involved on the development of modules.

5.2.4. Involvement of Industries in the Implementation of CT

The involvement of industries at implementation stage of CT was not good at all.

5.2.5. Involvement of Industries on Monitoring and Evaluation of CT

The involvement of industries on the competency of trainees and evaluations of CT performance were weak. And also involvement of industries on monitoring trainees' record periodically to review progress, daily observation of trainees and giving feedback to trainees, and TVET quality assurance was moderate. The overall involvement of industries on evaluation stage was moderate.

5.2.6. Challenges of Cooperative Training

Cooperative Training at CTTI is challenged by lack of financial sources, lack of strong and well organized management, lack of commitment, lack of incentives for industry trainers, improper assignment of trainees, lack of supervisors on practical training, inadequacy of time allotted for practical training, lack of integration between theories and practical skills, and lack of similar activity during practical training.

Underestimating the benefit of CT, lack of appropriated material for practical training in CTTI, assigning incapable supervisor to practical training, limitation of institute supervisor visiting the training site, availability of uncovered covered competency and lack pedagogical knowledge were moderately challenged the CT.

The generally, items in challenges of cooperative training were challenged the CT.

5.2.7. Memorandum of Understanding

The MoU does not clearly specify the occupational areas and activities, the MoU does not include commencement and duration of CT, the MoU does not include the right and obligation of the two cooperating parties, the MoU does not include conditions for terminating the CT, and the MoU does not include performance monitoring and evaluation system.

5.2.8. The Training Contract Agreement Document

The training contract document is not signed by the enterprise, the trainee and the trainees' statutory representative. It does not include the length of probation period. The training contract document does not include the length of normal daily hours of CT and commencement and duration of CT. The training contract document does not include occupational areas and activities for which CT is to be provided. It does not include timetable and purpose of CT, and some industries have not training contract document.

5.3. Recommendations

5.3.1. Practices of CT at Industries

Based on the conclusion,. The researcher recommends: as follow

The TVET agency needs to give enough awareness about the benefit of CT to the industries.

The TVET agency needs to facilitate visits for industries to countries which are successful on CT to learn from their experiences on how CT is practiced.

The government needs to support the industries financially to share costs of CT facilities and materials.

The TVET agency and the industries need to be committed for practicing the CT by allotting 70% of the training time for the cooperative training.

5.3.2. Practices of CT at the TVET Institute

CTTI, being responsible for overall the practices of training, needs to integrate the theories given in the institute with the practical skills demanded by the industries.

Being responsible for overall practices of training, the TVET institute needs to regularly visit the CT sites to check how the CT is practiced.

The industry needs to be voluntary for allowing the TVET institute representatives to visit the practical training sites.

5.3.3. Involvement of Industries on the Planning Stage of CT

Being the cooperating party and beneficiary from the workforce development, the industries are expected to be involved in the planning of CT. Based on the conclusions of the study; the researcher gave the following recommendations:

1. The TVET institute needs to invite industries on the preparation of curriculum, development of occupational standards and modules and during setting rules and regulations regarding CT.
2. The industry representative needs to have willingness to participate in every activity of planning the CT.

5.3.4. Involvement of Industries at the Implementation stage of CT

Trainees, industries and the TVET industries need to come together to discuss to close the gaps.

5.3.5. Involvement of Industries on Monitoring and Evaluation of the CT

Involvement of industries on evaluating the competency of trainees and evaluating CT performance was weak.

Trainees, industries and the TVET institute need to come together to discuss for closing the gap.

5.3.6. Challenges of Cooperative Training

Based on the conclusions, the researcher recommended the following.

1. The industries need to think that the cost of CT being investment to get well skilled workforces.
2. The government needs to share the cost of CT with the industries.
3. Trainees have to be assigned based on their occupational areas (study in the TVET institute).
4. The availability of uncovered competencies needs to be identified and covered. This can be solved by the CT supervisors.

5.3.7. Memorandum of Understanding

Based on the conclusions of the study, the researcher recommended the following.

1. The occupational areas and activities of CT need to be included in the MoU.
2. The commencement and durations of CT need to be included in MoU.
3. Rights and obligations of cooperating parties working together need to be included in the MoU.
4. Conditions for terminating CT need to be included in MoU.

5. Performance monitoring and evaluation system need to be included in MoU.

5.3.8. The Training Contract Agreement Document

Based on the conclusions of the study, the researcher recommended the following.

1. Parties involved in the implementation of CT should sign a contract agreement document.
2. The training contract agreement document needs to include the length of probation periods.
3. The training contract agreement document needs to include the length of normal daily hours of the CT.
4. The training contract document needs to include commencement and duration of the CT.
5. The training contract document needs to include occupational areas and activities of CT.

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APPENDICES

APPENDIX A

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

INTERVIEW GUIDE FOR INDUSTRY REPRESENTATIVES

Name of organization -----

Type of business-----

Questions

1. Is there any legal agreement signed with the organization for cooperative training?
If yes, to what extent?
2. Are enterprises involved in the planning of cooperative training?
If yes, to what extent?
3. Are enterprises involved in the implementation of cooperative training?
If yes, to what extent?
4. Are enterprises involved in the monitoring and evaluation CT?
If yes, to what extent?
5. Is there training contract agreement document between enterprise and trainees?
If yes, to what extent?
6. Do the TVET representatives inspect the enterprise that cooperates in CT?
If yes, to what extent?
7. What are the challenges that hinder the practice of cooperative training?
8. To what extent do these challenges affect the implementation of CT?

APPENDIX B
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

INTERVIEW GUIDE FOR THE TVET INSTITUTE

Name of organization -----

Type of business-----

Questions

1. Is there any legal agreement signed with the industry for cooperative training?
If yes, to what extent fulfilled
2. Are enterprises involved in planning of cooperative training?
If yes, to what extent?
3. Are enterprises involved in implementation of cooperative training?
If yes, to what extent?
4. Are enterprises involved in monitoring and evaluation CT?
If yes, to what extent?
5. Is there training contract agreement document between enterprise and trainees?
If yes, to what extent?
6. Do the TVET representatives inspect the enterprise that cooperates in CT?
If yes, to what extent?
7. What are the challenges that hinder the practices of cooperative?

APPENDIX C
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

Questionnaire on cooperative training to be filled by trainees

Dear Respondents,

The main purpose of this questionnaire is to gather information and opinion in order to study the practices and challenges of Cooperative Training at Catering and Tourism Training Institute. Your genuine responses will help me understand the problem better and propose solutions that will address the issues. Be sure that the information you provide will be kept confidential and used only for an academic purpose – in partial fulfillment of the requirements for my Masters of Business Administration.

Your input is very important to this study; hence, I kindly request you to answer all the questions.

General Direction

1. Writing your name is not required.
2. Put a tick “√” mark wherever alternatives are provided.
3. Write your opinion briefly for the open-ended questions.

Thank you in advance for your cooperation!

Part I: Background of the Respondent

1. Sex Male Female
2. Age 15-20 21-25 26-30 Above 30
3. The program offered: _____
4. Department (Division): _____
5. The level you attend in: _____

Part II: Practices of Cooperative Training at Catering and Tourism Training Institute

Please read each statement carefully and choose the answer that corresponds best to your opinion and put a tick (✓) mark in only one space provided for each question from the given options in the below table based on your level of agreement or disagreement. Use the following rating scale to show your agreement or disagreement.

1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree

1.1. Practices of Cooperative Training by industries

No	Item	Measuring scale				
		1	2	3	4	5
1	Industries are willing to accept trainees for cooperative training.					
2	Industries have well-organized management to implement cooperative training.					
3	Industries are committed to implement cooperative training as per the strategy.					
4	Industries provide incentive for industrial trainers.					
5	Industries place high value to the benefit of cooperative training.					
6	Industries have cooperative training agreement with CTTI.					
7	Industries provide facilities to let trainees practice based on the training plan.					
8	Industries provide relevant work to trainees to help them practice.					
9	Industries assign relevant mentors who train and supervise trainees.					
10	Industries provide materials that well match the training module.					
11	Industry trainers have enough knowledge to train trainees.					
12	Industry trainers have enough practical skills to train trainees.					
13	Industry trainers use trainees' record book for evaluation.					
14	Industry trainers evaluate each trainee's progress.					
15	Industry trainers provide feedback to trainees.					
16	Industry staffs have good willingness to help trainees obtain better skills and experiences.					
17	Industry trainers follow units of competencies during mentoring.					
18	Industry trainers are well-motivated to perform tasks and duties on time.					
19	The cooperative training placement at industries is based on the occupation that trainees learn in the Catering and Tourism Training Institute.					
20	There is compatibility between the number of trainees and capacities of companies to absorb them.					
21	The time allotted for cooperative training is sufficient to acquire the required practical skills.					
22	In the industry, trainees are rotated to various work stations to help them get different experiences and skills.					
23	There is continuous flow of information about practical skill progress between Catering and Tourism Training Institute and the industries.					
24	There are clear criteria set to evaluate trainees during cooperative training.					

1.2. Practices of Cooperative Training by Catering and Tourism Training Institute

No	Item	Measuring scale				
		1	2	3	4	5
1	CTTI assigns trainees to industry training based on occupational standards and units of competency.					
2	The cooperative training placement is done based on the occupation that trainees specialize.					
3	CTTI gives trainees adequate orientation about occupational standards in each field of occupation.					
4	CTTI gives trainees adequate orientation on their duties and responsibilities during cooperative training.					
5	The theories given in the Catering and Tourism Training Institute is integrated with practical training given in the industry during cooperative training.					
6	Cooperative training supervisors at CTTI are well-motivated to perform their task and duties on time.					
7	Vocational councilors are placed at Catering and Tourism Training Institute to coordinate the cooperative training.					
8	Vocational councilor provides counseling service with regard to cooperative training.					
9	CTTI uses clear criteria to evaluate trainees during practical training.					
10	The responsible bodies from Catering and Tourism Training Institute regularly visit the CT site to check whether trainees' activities are according to the CT requirements.					

2. To what extent do industries involve in implementation and monitoring and evaluation of cooperative training?

1= Not at all 2= Not sure 3= To a limited extent 4= To some extent 5= To a large extent

2.1.To what extent do industries involve in implementation of cooperative training?

No	Item	Measuring scale				
		1	2	3	4	5
1	To what extent do enterprises involve in assigning appropriate number of trainees for cooperative training?					
2	To what extent do enterprises involve in providing necessary input by financing cooperative training?					
3	To what extent do enterprises involve in providing necessary materials and equipment for cooperative training?					
4	To what extent do enterprises involve in cooperative training by assigning competent supervisors?					
5	To what extent do enterprises involve in cooperative training by assigning competent industry trainers?					

2.2. To what extent do enterprises involve in monitoring and evaluation of cooperative training?

No	Item	Measuring scale				
		1	2	3	4	5
1	To what extent do enterprises involve in evaluating the competency of trainees?					
2	To what extent do enterprises involve in evaluating cooperative training performance?					
3	To what extent do enterprises involve in monitoring the students' record periodically to review students' progress?					
4	To what extent do enterprises involve in daily observation and give feedback to trainers?					
5	To what extent do enterprises involve in TVET quality assurance?					

3. Challenges of Cooperative Training

1= To a large extent 2= To some extent 3= Not sure 4= To a limited extent 5= Not at all

No	Item	Measuring scale				
		1	2	3	4	5
1	To what extent industries' lack of commitment challenges the cooperative training?					
2	To what extent lack of integration between the theory given in CTTI and practical skill given in the enterprise challenges cooperative training?					
3	To what extent improper assignment of trainees in practical training challenges the cooperative training?					
4	To what extent Lack of supervision on practical training challenges the cooperative training?					
5	To what extent absence of training agreement challenges the cooperative training?					
6	To what extent lack of appropriate materials for practical training in the training institute challenges the cooperative training?					
7	To what extent mismatch the number of trainees and capacities of companies to absorb them challenges the cooperative training?					
8	To what extent inadequacy of the time allotted to practical training of trainees challenges the cooperative training?					
9	To what extent assigning incapable supervisor to practical training challenges the cooperative training?					
10	To what extent the limitation of the institute superiors visiting to trainees challenges the cooperative training?					
11	To what extent availability of uncovered competency challenges the cooperative training?					
12	To what extent lack of similarity activities during practical training with the activities in the world of work challenges the cooperative training?					
13	To what extent lack of subject matter knowledge of the trainers challenges the cooperative training?					
14	To what extent lack of pedagogical knowledge of the trainers challenges the cooperative training?					

1. What problems did you observe during cooperative training?

1. What should be done to improve it?

Appendix-D
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

Questionnaire on Cooperative Training to be filled by Catering and Tourism Training Institute's (CTTI) trainers and supervisors

Dear Respondents;

The main purpose of this questionnaire is to gather information and opinions in order to study the practices and challenges of Cooperative Training at Catering and Tourism Training Institute. Your genuine responses will help to understand the problem better and propose solutions that will address the issues. Be sure that the information you provide will be kept confidential and used only for an academic purpose – in partial fulfillment of the requirements for Masters of Business Administration.

Your input is very important to this study; hence, I kindly request you to answer all the questions.

General Direction

1. Writing your name is not required.
2. Put a tick “√” mark wherever alternatives are provided.
3. Write your opinion briefly for the open-ended questions.

Thank you for your cooperation in advance!

Part I: Background of the Respondent

1. Sex Male Female
2. Age 20-30 31-40 41-50 Above 50
3. Your Specialization: Trainer In-institute Supervisor CT Supervisor
4. Your academic qualification Diploma Degree MA/MSc and above
5. Experience in years below 5 5 to 10 11 to 15 above 15

Part II: Practices of Cooperative Training at Catering and Tourism Training Institute

Please read each statement carefully and choose the answer that corresponds best to your opinion and put a tick (√) mark in only one space provided for each question from the given options in the below table based on your level of agreement or disagreement. Use the following rating scale to show your agreement or disagreement.

1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree

1.1. How Cooperative Training is practiced at industries

No	Items	Measuring scale				
		1	2	3	4	5
1	Industries are willing to accept trainees for cooperative training.					
2	Industries have well-organized management to implement cooperative training.					
3	Industries are committed to implement cooperative training as per the strategy.					
4	Industries provide incentive for industrial trainers.					
5	Industries place high value to the benefit of cooperative training.					
6	Industries have cooperative training agreement with CTTI.					
7	Industries provide facilities to let trainees practice based on the training plan.					
8	Industries provide relevant work to trainees to help them practice.					
9	Industries assign relevant mentors who train and supervise trainees.					
10	Industries provide materials that well match the training module.					
11	Industry trainers have enough knowledge to train trainees.					
12	Industry trainers have enough practical skills to train trainees.					
13	Industry trainers use trainees' record book for evaluation.					
14	Industry trainers evaluate each trainee's progress.					
15	Industry trainers provide feedback to trainees.					
16	Industry staffs have good willingness to help trainees obtain better skills and experiences.					
17	Industry trainers follow units of competencies during mentoring.					
18	Industry trainers are well-motivated to perform tasks and duties on time.					
19	The cooperative training placement is based on the occupation that trainers learn in the Catering and Tourism Training Institute.					
20	There is compatibility between the number of trainees and capacities of companies to absorb them.					
21	The time allotted for cooperative training is sufficient to acquire the required practical skills.					
22	In the industry, trainees are rotated to various work stations to help them get different experiences and skills.					
23	There is continuous flow of information about practical skill progress between Catering and Tourism Training Institute and the industries.					
24	There are clear criteria set to evaluate trainees during cooperative training.					

1.2.How Cooperative Training is practiced at Catering and Tourism Training Institute?

No	Items	Measuring scale				
		1	2	3	4	5
1	CTTI assigns trainees to industry training based on occupational standards and units of competency.					
2	CTTI perform cooperative training placement based on the occupation that trainees learn in my institute.					
3	CTTI gives trainees adequate orientation about occupational standards in each field of occupation.					
4	My institute gives trainees adequate orientation on their duties and responsibilities during cooperative training.					
5	The theories given in my institute is integrated with practical training given in the industry during cooperative training.					
6	CTTI's cooperative training supervisors are well-motivated to perform the task and duties on time.					
7	Vocational councilors are placed at our institute to coordinate the cooperative training.					
8	Vocational councilor provides counseling service with regard to cooperative training.					
9	In our institute, there are clear criteria set to evaluate trainees during practical training.					
10	The responsible bodies from our institute regularly visit the CT site to check whether trainees' activities are according to MoU.					

2. To what extent do enterprises involve in planning, implementation, and monitoring and evaluation of cooperative training?

1= To a large extent 2= To some extent 3= Not sure 4= To a limited extent 5= Not at all

2.1.To what extent do enterprises involve in planning of cooperative training?

No	Items	Measuring scale				
		1	2	3	4	5
1	To what extent do industries involve in cooperative training planning?					
2	To what extent do industries involve in the preparation of curriculum?					
3	To what extent do industries involve in the development of occupational standards?					
4	To what extent do industries involve in module development?					
5	To what extent do industries involve in setting cooperative training delivery mechanisms?					
6	To what extent do industries involve in setting rules and regulations regarding CT (CT guideline)?					

2.2.To what extent do enterprises involve in implementation of cooperative training?

No	Items	Measuring scale				
		1	2	3	4	5
1	To what extent do industries participate on assigns appropriate number of trainees for cooperative training?					
2	To what extent doe industries participate on provides necessary input by financing cooperative training?					
3	To what extent do industries involve in cooperative training by providing necessary materials and equipment that use for cooperative training?					
4	To what extent do industries involve in cooperative training by assigns competent supervisors?					
5	To what extent do industries involve in cooperative training by assigns competent industry trainers?					

2.3.To what extent do enterprises involve in monitoring and evaluation of cooperative training?

No	Items	Measuring scale				
		1	2	3	4	5
1	To what extent do industries involve in evaluating the competency of trainees?					
2	To what extent do industries involve in evaluating cooperative training performance?					
3	To what extent do industries involve in monitoring the students' record periodically to review students' progress?					
4	To what extent do industries involve in daily observation and gives feedback to trainees?					
5	To what extent do industries involve in TVET quality assurance?					

3. Challenges of Cooperative Training

1= To a large extent 2= To some extent 3= Not sure 4= To a limited extent 5= Not at all

No	Questions	Measuring scale				
		1	2	3	4	5
1	To what extent lack financial resource challenges the cooperative training?					
2	To what extent lack of strong and well organized management challenges the cooperative training?					
3	To what extent industries' lack of commitment challenges the cooperative training?					
4	To what extent lack of incentive for industrial trainers challenges the cooperative training?					
5	To what extent lack of integration between the theory given in CTTI and practical skill given in the enterprise challenges cooperative training?					
6	To what extent improper assignment of trainees in practical training challenges the cooperative training?					
7	To what extent Lack of supervision on practical training challenges the cooperative training?					
8	To what extent underestimating the benefit of cooperative training challenges the process of cooperative training?					
9	To what extent absence of training agreement challenges the cooperative training?					
10	To what extent absence of appropriate criteria to select cooperative training offerings companies challenges the cooperative training?					
11	To what extent lack of appropriate materials for practical training in the training institute challenges the cooperative training?					
12	To what extent mismatch the number of trainees and capacities of companies to absorb them challenges the cooperative training?					
13	To what extent inadequacy of the time allotted to practical training of trainees challenges the cooperative training?					
14	To what extent assigning incapable supervisor to practical training challenges the cooperative training?					
15	To what extent the limitation of the institute superiors visiting to trainees challenges the cooperative training?					
16	To what extent availability of uncovered competency challenges the cooperative training?					
17	To what extent lack of similarity activities during practical training with the activities in the world of work challenges the cooperative training?					
18	To what extent lack of Subject matter knowledge of the trainers challenges the cooperative training?					
19	To what extent lack of pedagogical knowledge of the trainers challenges the cooperative training?					

1. What problems did you observe during cooperative training?

2. What should be done to improve it?

Appendix-E
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

Questionnaire on Cooperative Training to be filled by Industries

Dear Respondents;

The main purpose of this questionnaire is to gather information and opinions in order to study the practices and challenges of Cooperative Training at Catering and Tourism Training Institute. Your genuine responses will help to understand the problem better and propose solutions that will address the issues. Be sure that the information you provide will be kept confidential and used only for an academic purpose – in partial fulfillment of the requirements for Masters of Business Administration.

Your input is very important to this study; hence, I kindly request you to answer all the questions.

General Direction

1. Writing your name is not required.
2. Put a tick “√” mark wherever alternatives are provided.
3. Write your opinion briefly for the open-ended questions.

Thank you in advance for your cooperation!

Part I: Background of the Respondent

1. Sex Male Female
2. Age 20-30 31-40 41-50 Above 50
3. Your Specialization: F&B Manager FO Manager HK Manager
Tour Marketing Manager Tour Operation Manager Industry Trainer
Industry Supervisor
4. Your academic qualification Diploma Degree MA/MSc. and above
5. Experience in years Below 5 5 to 10 11 to 15 above 15

Part II: Practices of Cooperative Training at Catering and Tourism Training Institute

Please read each statement carefully and choose the answer that corresponds best to your opinion and put a tick (√) mark in only one space provided for each question from the given options in

the below table based on your level of agreement or disagreement. Use the following rating scale to show your agreement or disagreement.

2. How is Cooperative Training practiced at Catering and Tourism Training Institute?

1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree

2.1. How Cooperative Training is practiced in your organization?

No	Item	Measuring scale				
		1	2	3	4	5
1	My organization is willing to accept trainees for cooperative training.					
2	My organization has well-organized management to implement cooperative training.					
3	My organization is committed to implement cooperative training as per the strategy.					
4	My organization provides incentive for industrial trainers.					
5	My organization place high value to the benefit of cooperative training.					
6	My organization has cooperative training agreement with CTTI.					
7	My organization provides facilities to let trainees practice based on the training plan.					
8	My organization provides relevant work to trainees to help them practice.					
9	My organization assigns relevant mentors who train and supervise trainees.					
10	My organization provides materials that well match the training module.					
11	My organization's trainers have enough knowledge to train trainees.					
12	My organization's trainers have enough practical skills to train trainees.					
13	My organization's trainers use trainees' record book for evaluation.					
14	My organization's trainers evaluate each trainee's progress.					
15	My organization's trainers provide feedback to trainees.					
16	My organization's staffs have good willingness to help trainees obtain better skills and experiences.					
17	My organization's trainers follow units of competencies during mentoring.					
18	My organization's trainers are well-motivated to perform tasks and duties on time.					
19	In my organization, the cooperative training placement is based on the occupation that the trainees learn at the Catering and Tourism Training Institute.					
20	In my organization, there is compatibility between the number of trainees and capacities of companies to absorb them.					
21	In my organization, the time allotted for cooperative training is sufficient to acquire the required practical skills.					
22	In my organization, trainees are rotated to various work stations to help them get different experiences and skills.					
23	In my organization, there is continuous flow of information about practical skill progress between Catering and Tourism Training Institute and the industries.					
24	In my organization, there are clear criteria set to evaluate trainees during cooperative training.					

2.1. How Cooperative Training is practiced at Catering and Tourism Training Institute?

No	Item	Measuring scale				
		1	2	3	4	5
1	CTTI assigns trainees to industry training based on occupational standards and units of competency.					
2	The cooperative training placement is done based on the occupation that trainees learn in the Catering and Tourism Training Institute.					
3	CTTI gives trainees adequate orientation about occupational standards in each field of occupation.					
4	CTTI gives trainees adequate orientation on their duties and responsibilities during cooperative training.					
5	The theories given in the Catering and Tourism Training Institute is integrated with practical training given in the industry during cooperative training.					
6	Cooperative training supervisors are well-motivated to perform the task and duties on time.					
7	Vocational councilors are placed at Catering and Tourism Training Institute to coordinate the cooperative training.					
8	Vocational councilor provides counseling service with regard to cooperative training.					
9	CTTI uses clear criteria set to evaluate trainees during practical training.					
10	The responsible bodies from Catering and Tourism Training Institute regularly visit the CT site to check whether trainees' activities are according to MoU.					

3. To what extent do enterprises involve in planning, implementation, and monitoring and evaluation of cooperative training?

1= To large extent 2= to some extent 3= Not sure 4= To limited extent 5= Not at all

3.1.To what extent do your organization involve in planning of cooperative training

No	Item	Measuring scale				
		1	2	3	4	5
1	To what extent does your organization participate in cooperative training planning?					
2	To what extent does your organization participate on preparation of curriculum?					
3	To what extent does your organization involve in the development of occupational standards?					
4	To what extent does your organization involve in module development?					
5	To what extent does your organization participate in setting cooperative training development of delivery mechanisms?					
6	To what extent does your organization involve in setting rules and regulations regarding CT (CT guideline)?					

3.2.To what extent do your organization involve in implementation of cooperative training

No	Item	Measuring scale				
		1	2	3	4	5
1	To what extent your organization involves on assigning the appropriate number of trainees for cooperative training?					
2	To what extent your organization involves on providing necessary input by financing for cooperative training?					
3	To what extent your organization involves in providing necessary materials and equipment for cooperative training?					
4	To what extent your organization involves in cooperative training by assigning competent supervisors?					
5	To what extent your organization involve in cooperative training by assigning competent industry trainers?					

3.3.To what extent do your organization involve in monitoring and evaluation of cooperative training?

No	Item	Measuring scale				
		1	2	3	4	5
1	To what extent your organization involves in evaluating the competency of trainees?					
2	To what extent your organization involves in evaluating cooperative training performance?					
3	To what extent your organization involves in monitoring the students' record periodically to review students' progress?					
4	To what extent your organization involves in daily observation and gives feedback to trainees?					
5	To what extent your organization involve in TVET quantity assurance?					

4. Challenges of Cooperative Training

1= To large extent 2= to some extent 3= Not sure 4= To limited extent 5= Not at all

No	Item	Measuring scale				
		1	2	3	4	5
1	To what extent lack financial resource challenges the cooperative training?					
2	To what extent lack of strong and well organized management challenges the cooperative training?					
3	To what extent lack of commitment challenges the cooperative training?					
4	To what extent lack of incentive for industrial trainers challenges the cooperative training?					
5	To what extent lack of integration between the theory given in CTTI and practical skill given in the enterprise challenges cooperative training?					
6	To what extent improper assignment of trainees in practical training challenges the cooperative training?					
7	To what extent Lack of supervision on practical training challenges the cooperative training?					
8	To what extent underestimating the benefit of cooperative training challenges the process of cooperative training?					
9	To what extent absence of training agreement challenges the cooperative training?					
10	To what extent absence of appropriate criteria to select cooperative training offerings companies challenges the cooperative training?					
11	To what extent lack of appropriate materials for practical training in the training institute challenges the cooperative training?					
12	To what extent mismatch the number of trainees and capacities of companies to absorb them challenges the cooperative training?					
13	To what extent inadequacy of the time allotted to practical training of trainees challenges the cooperative training?					
14	To what extent assigning incapable supervisor to practical training challenges the cooperative training?					
15	To what extent the limitation of the institute superiors visiting to trainees challenges the cooperative training?					
16	To what extent availability of uncovered competency challenges the cooperative training?					
17	To what extent lack of similarity activities during practical training with the activities in the world of work challenges the cooperative training?					
18	To what extent lack of Subject matter knowledge of the trainers challenges the cooperative training?					
19	To what extent lack of pedagogical knowledge of the trainers challenges the cooperative training?					

1. What problems did you observe during cooperative training?

2. What should be done to improve it?

Appendix-F
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

GUIDELINE FOR MOU DOCUMENT ANALYZE

Name of organization -----

Type of business-----

1. The memorandum of understanding (MoU) clearly specify occupational areas and activities
2. The MoU include commencement and duration of CT
3. The MoU includes the right and obligation of the two cooperating parties
4. Conditions for MoU termination
5. The MoU includes performance monitoring and evaluation system

Appendix-G
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

Guideline for Training Contract Agreement Document Analyze

Name of organization -----

Type of business-----

1. The training contract document contains training plan
2. The training contract document includes time table and purpose of CT
3. The training contract document includes occupational activities for which CT is to be provided
4. The training contract document includes commencement and duration of CT
5. The training contract document includes the length normal daily hours of CT
6. The training contract document includes the length of probation period
7. The training contract document includes the condition under which the CT terminated
8. The training contract document signed by the enterprise, the trainee and the trainees statutory representative